

U.S. Army War College

Curriculum Catalogue

**Academic Year
2005 - 2006**

Greetings:

The U.S. Army War College traces its historical lineage to the year 1901 and its founder, Elihu Root, then Secretary of War for President Theodore Roosevelt. Secretary Root saw the need for an institution whose purpose would be “not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression.” He defined the U.S. Army War College as a place where senior leaders would “study and confer on the great problems of national defense, military science, and responsible command.”

Root’s vision remains as valid today as it was in 1901. The U.S. Army War College curriculum provides a perspective that transcends the internal functions of the Army to define the Army’s role in shaping national security strategy in unified, joint, and international environments. This broad educational experience helps create a well rounded, fully developed professional capable of serving in senior leadership positions of great and diverse responsibility.

The U.S. Army War College curriculum and faculty also help our students to better grasp the fundamental essence of war. Students obtain a broader and deeper understanding of why nations fight, the nature of conflict, and the conduct of war at the strategic level. Only through greater understanding will we be able to fulfill Root’s admonition to “preserve the peace.”

During the course of their U.S. Army War College experience, students are expected to analyze quickly, reason logically, and develop and present cogent positions on a variety of issues. Students exercise their creative and critical thinking skills so they can conduct a major strategy research project on an issue of national security. Students broaden their knowledge of information technology and gain sufficient insights to anticipate and employ ever-increasing technological advances in our military forces.

Whether enrolled in the resident or distance education programs, the U.S. Army War College experience offers students the potential for significant professional and personal growth. The U.S. Army War College encourages students to reflect upon their profession and to share with their family the wide variety of educational and other opportunities available at Carlisle Barracks and in the local civilian communities.

David H. Huntoon, Jr.
Commandant, U.S. Army War College

Part I. Introduction to the U.S. Army War College	1
Historical Perspective*	1
The U.S. Army War College	4
Mission	4
Vision	4
Core Competencies	4
Values	4
USAWC Institutional Learning Objectives	5
Educational Philosophy	6
Themes	7
Commandant's Lecture Series (CLS)	8
Professional Military Education	9
Joint Professional Military Education	9
Army Professional Military Education	10
Accreditation	10
USAWC on the Internet	10
Part II. Academic Policies and Procedures	11
Eligibility and Admissions	11
Military	11
International Fellows	12
Civilians	13
Senior Service College Fellowship Program	14
Service Obligation	14
Master of Strategic Studies Degree	15
Degree Requirements	15
Expectations, Requirements, and Standards	16
Academic Organization and Methodology	19
Assessment Policies	20
Part III. Academic Program	23
The Army and Lifelong Learning	23
Academic Programs for Students Prior to Eligibility for Senior Service College	23
Senior Service College	23
Academic Programs for Students After Senior Service College	24
USAWC Departments, Centers and Institutes	25
The College	25
Department of Academic Affairs	25
Department of Command, Leadership, and Management	26
Department of National Security and Strategy	27
Department of Military Strategy, Planning, and Operations	27
Department of Distance Education	27
Strategic Studies Institute	28
Center for Strategic Leadership	29
U.S. Army Peacekeeping and Stability Operations Institute	29
Army Heritage and Education Center	30
The U.S. Army Military History Institute	31

U.S. Army Physical Fitness Research Institute	32
Resident Education Program	34
IF Orientation Course.....	34
Fundamentals of Strategic Thinking (FST) Course	34
Theory of War and Strategy (TWS) Course	35
Strategic Leadership (SL) Course.....	36
National Security Policy and Strategy (NSPS) Course	36
Implementing National Military Strategy (INMS) Course	37
Joint Processes and Land Power Development (JPLD) Course	38
International Fellow Unified Command Field Study	38
Strategic Crisis Exercise	38
Advanced Strategic Art Program.....	42
National Security Policy Program.....	42
The National Security Seminar	42
Communicative Arts.....	43
Student Awards Program.....	44
Noontime Lectures.....	45
Special and Complementary Programs.....	45
Military History Program.....	45
Eisenhower Series College Program	45
Executive Assessment and Development Programs	46
Graduate Assistance Program	46
Wellness Programs.....	47
Military Family Program	48
Part IV. Student Body and Student Life.....	49
Student Profile.....	49
Class Organization	49
Seminar Duties.....	50
What to Expect.....	51
Carlisle Barracks	52
Support Facilities.....	53
Part V. The U.S. Army War College Library.....	55
Part VI. Parameters, The U.S. Army's Senior Professional Journal.....	57
Part VII. USAWC Foundation and USAWC Alumni Association.....	58
USAWC Foundation	58
USAWC Alumni Association.....	58
Part VIII. Organization and Governance of the USAWC	59
USAWC Senior Leadership	60
The USAWC Board of Visitors	60
USAWC Command Group	62
Special Staff	62
Academic Board	63
Dean of Academics	63

Part I. Introduction to the U.S. Army War College

Historical Perspective*

General Order 155 established the U.S. Army War College (USAWC) on 27 November 1901. The Secretary of War, Elihu Root, laid the cornerstone for Roosevelt Hall, the War College building, at Washington Barracks (now Fort McNair) on 21 February 1903. In his dedication speech, Root challenged the USAWC “to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command.” These three topics have guided the USAWC throughout its history.

The “First” Army War College, which lasted until America’s entry into World War I, reflected a tentative search for identity expected of an institution in its formative stage. Founded to improve the professional preparation of senior officers (whose command and staff performance during the Spanish-American War had been notably poor), the Army War College became an element of the War Department General Staff and performed war-planning duties.

Those duties immersed students in practical military problems of the period with an obvious short-term training payoff. The program focused on the issues of national defense and military science and essentially, was “learning by doing.” The curriculum emphasized high-level tactics, campaign planning, and war planning. Despite the experiences of the Spanish-American War, there was little attention paid to preparing for and executing a national mobilization. The immediate aim was to qualify students for service as General Staff officers in the War Department and major commands.

During these early years, there was no formal academic instruction and theoretical study and acquisition of knowledge took hold only gradually. Because of the risk that day-to-day duties with the General Staff would dilute essential academic and theoretical concerns, the faculty sought to balance learning and doing by emphasizing map and command post exercises, staff rides and analyses of Civil War battles and maneuvers.

The “Second” Army War College emerged in the years following World War I as the Nation evaluated the lessons from its first Industrial Age conflict. The poor performance of the War Department General Staff in planning and carrying out a national mobilization for World War I had been a painfully visible weakness. Consequently, when the “Second” Army War College opened in 1919, after a two-year interruption during World War I, the program of study emphasized preparing the Nation for war.

* Adapted from LTG Richard A. Chilcoat, “The “Fourth” Army War College: Preparing Strategic Leaders for the Next Century,” *Parameters*, Winter 1995-96, pp. 3-17.

The “Second” Army War College expanded and consolidated its role as an educational institution in which the presentation of formal instruction became paramount. Content began to include the political, economic, and social issues that create the context for decisions at the highest levels of government. Instruction in “responsible command,” the third of Root’s defining imperatives, was officially incorporated into the curriculum. The curriculum also paid increased attention to the study and analysis of history; the Historical Section of the War Plans Division was transferred to the Army War College’s control in 1921. Additionally, although the Army War College had been severed from the General Staff in 1916, vestiges of its original war planning function continued. The Army War College continued its goal of preparing officers for General Staff duties in the War Department, as well as for command and staff work at senior levels.

The Army War College shut its doors again in 1940. World War II marked the total mobilization of warring powers and the emergence of the ultimate expressions of industrial warfare—massed armor, high-performance aircraft, carrier task forces, and the atomic bomb. Despite the distractions of war and its turbulent aftermath, however, the Nation’s military leaders devoted a surprising degree of attention to realigning intermediate and senior education in the armed forces. An Army and Navy Staff College, activated in 1943, became the National War College in 1946. The Army Industrial College (established in 1924) became the Industrial College of the Armed Forces also in 1946, while the Armed Forces Staff College was activated in 1947. The Army War College itself finally reopened in 1950 after a 10-year hiatus, having been displaced to Fort Leavenworth from its prewar home at Fort McNair. It moved to Carlisle Barracks, its present location, only a year later.

The “Third” Army War College was distinctly the product of World War II, but the shaping reality throughout the 40 years of its existence was the Cold War. During the period of the “Third” Army War College nearly all the institutional structures of today’s Army War College finally coalesced. For example, the three resident teaching departments—National Security and Strategy; Military Strategy, Planning, and Operations; and Command, Leadership, and Management (corresponding to Root’s national defense, military science, and responsible command, respectively)—assumed their present form. The Department of Corresponding Studies, precursor to today’s Department of Distance Education, also came into being.

The “Third” Army War College’s curriculum mirrored the evolution of U.S. nuclear strategy, ranging from Eisenhower’s massive retaliation in the early 1950s to the prevailing form of flexible response when the Berlin Wall fell in 1989. Even as it fought peripheral wars in Korea and Vietnam against Third World foes, the Army always saw its overriding priority as Western Europe. The type of warfare that NATO and the Warsaw Pact prepared to wage was the epitome of Industrial Age conflict, featuring the phased, sequential clash of huge armored and mechanized formations supported by air, artillery, and missiles relatively close to the line of contact. The ever-present threat of escalation to nuclear war conditioned all theater strategic designs.

Certainly, the immediate practical aim of the “Third” Army War College was preparing graduates to assume high-level command and staff positions where they would plan and execute the type of warfare envisaged above. But the Army War College went beyond preparing for the next war by broadening and elevating the politico-military perspective of its graduates and by imparting a range of proficiencies that might more properly be thought of as purely educational. These advances were unique in the evolution of the Army War College.

Since the Cold War showed every promise of indefinite stalemate, the Army War College adopted a longer view of the skills its graduates would need. New doctrine and the evolution of joint and alliance warfare required the “Third” Army War College to move beyond tactics and the field army to examine operational art and theater strategy. But the Army War College also taught national military strategy, grand strategy, and international security affairs; and introduced students to enlightened concepts for running large organizations. Time was made available in academic programs for students to develop their research, writing, thinking, analytic, and speaking skills. Through personal assessment inventories, the Army War College encouraged students to engage in personal growth and maturation.

The focus of instruction in the “Third” Army War College, the student seminar, took a form that promised to be durable. Each seminar—its 16-17 students a mix from Army branches, other armed services, government agencies, and foreign armed forces—suggests the joint, interagency, and international, combined, or multi-national force now acknowledged by doctrine as the prevailing model. The instructional methodology within the seminar became purposeful discussion, led by an experienced faculty team and shaped by reading assignments, oral presentations, short writing assignments, and the collective skills and experience of the students themselves. Guest lecturers and outside experts reinforced seminar instruction. A substantial research-based writing assignment requiring analysis of a pertinent military problem also complemented seminar instruction.

The dramatic and sudden end of the Cold War and the dawning of the Information Age caused the Army War College to reassess its mission and curriculum. As a result, the Army War College is currently in the midst of its fourth incarnation. The “Fourth” Army War College seeks to produce graduates who are effective practitioners of the strategic art, defined as the skillful formulation, coordination, and application of ends (objectives), ways (courses of action), and means (supporting resources) to promote and defend national interests. The Army War College, with its special organizational culture and associated values, is a learning institution. It will prepare its graduates—fully qualified in service and joint matters, competent with technology, and able to cope with the complexities of strategy at the highest levels of leadership—for their most productive years of service to the nation.

The U.S. Army War College

The USAWC prepares students to assume strategic leadership responsibilities. Upon program completion, many graduates begin operating in the national strategic or theater strategic environment—either directly or as advisers to the senior leadership of the Armed Forces, the Department of Defense, other governmental agencies, or in foreign militaries. A select number of graduates eventually will assume the most senior leadership positions within their organizations, leading them at the strategic level.

Mission

To prepare selected military, civilian, and international leaders for the responsibilities of strategic leadership; educate current and future leaders on the development and employment of landpower in a joint, interagency, intergovernmental, and multinational environment; research and publish on national security and military strategy; and engage in activities that support the Army's strategic communication efforts.

Vision

The most prestigious institution for the education of strategic leaders and for the study of the development and employment of landpower in a joint, interagency, intergovernmental, and multinational environment.

Core Competencies

- Educate the nation's current and future leaders in strategic leadership and the development and employment of landpower in a joint, multinational and interagency environment.
- Research and publish on national security issues of value to the Army, DoD, and the Nation.
- Support the Army's strategic communications efforts by engaging the Nation and its leaders to increase understanding of strategic leadership, the role of landpower in support of the National Security Strategy, the Army's core competencies, and the Army's Title 10 responsibilities.

Values

- **EXCELLENCE**: We are dedicated to providing the highest quality education and research. We help our students achieve higher levels of critical thinking by actively seeking out, studying, and selectively applying the latest concepts, theories, and technologies in order to maintain educational currency and ensure continuous improvement. We promote critical thinking, collaboration, and innovation. We

support the continuous technical and professional development of our people. We produce well reasoned, well investigated, and well written research projects.

- **INTEGRITY**: Our organization is defined by the character of its people. We demonstrate honor in all our endeavors. We promote openness in the exchange of ideas and, as an educational institution, provide a forum for learning. We treat people with dignity and respect, regardless of their position, race, creed, gender, age, background, or other personal characteristics as we remain loyal to the Army, the USAWC and each other.
- **SERVICE**: All that we do is underpinned by the understanding that our institution exists to serve the nation. We strive to focus this institution's work to provide relevant, quality products to the Combatant Commanders, Army leaders, and national leaders to meet their needs. All that we do underscores the fact that Soldiers, Sailors, Airmen, and Marines are required to execute policies and orders developed from our work. We further recognize that our fellow citizens depend on us to protect them and their resources with the greatest prudence. We work hard to foster the trust and understanding of the nation.

USAWC Institutional Learning Objectives

To accomplish its mission, the USAWC offers resident and distance education curricula based on national defense, military science, and responsible command that prepare graduates for a broad range of duties. The USAWC curriculum is designed to produce graduates who can:

- Distinguish the uniqueness of strategic level leadership and apply competencies required by strategic leaders.
- Use strategic thought processes to evaluate the national security challenges and opportunities facing the United States in the 21st Century.
- Evaluate the theory of war and strategy.
- Evaluate DoD, joint, interagency, intergovernmental, multinational, and NGO processes and relationships, including Army contributions to the nation in peace and war.
- Evaluate the role of landpower in joint, interagency, intergovernmental, and multinational operations.
- Synthesize theater strategies, estimates, and campaign plans to employ military power in a unified, joint, multinational and interagency environment.

- Synthesize critical elements, enablers, and processes that define the strategic environment in peace and war.
- Study and confer on the American military profession and guide its future direction.

The USAWC's responsibility is to produce graduates who understand how to operate in strategic security environments, who can deal effectively with complex, unstructured problems involving national security, and who are prepared to make sound decisions or render sound advice when the application of military force is being considered as a policy option. The USAWC experience completes the formal military education of those officers selected to attend the Resident Education Program or the Distance Education Program.

Educational Philosophy

The USAWC educational practice is based on an inquiry-driven model of graduate study. The curriculum centers on the examination of theory, concepts, and systems as applied to national security, strategy, decisionmaking, and conflict analysis. The core curriculum offers a foundation of knowledge upon which later electives, exercises, and seminars build and emphasize the application of critical thinking skills to course content. The intent is to focus on how and why one thinks, rather than on what one thinks. Complex, difficult issues that are not given to school solutions are discussed. USAWC does not seek to achieve consensus, but encourages debate and exploration of opposing positions during seminar discussions.

The central academic focus is on strategic leadership and national security. Graduates are expected to understand the linkages between strategy and the other elements of power at the national level and the planning and conduct of warfare at the theater level. To this end, the USAWC:

- Challenges students to study the dynamics of the global strategic environment and introduces them to the critical thinking tools needed by strategic leaders. How to think will remain far more important than what to think as students understand the systems and processes used to manage change in the international strategic environment.
- Helps students understand the key tenets of national security strategy and how the elements of national power available to the President and Secretary of Defense – diplomatic, military, economic, political, and informational – may be used to promote and protect U.S. national interests. Students must also understand how to effectively wield the instruments of national security policy.
- Reinforces that defense strategy is derived from, and supports, national level strategic guidance. Students must grasp the processes by which the defense

strategy establishes strategic direction and provides guidance for joint operations planning.

- Continues to focus on theater-level, unified action, joint and single service, functional component commands, and multinational warfighting across the full spectrum of military operations. The critical link between the strategic and operational levels of war must be understood by all graduates.

The USAWC experience, therefore, is designed to nurture the student's growth intellectually, physically, and personally. Solid family, peer, and community relationships are essential to professional and personal growth. A student's educational experience is viewed holistically. The charge is to prepare students for senior leadership in their service or agency and to meet the broad range of responsibilities and challenges that lie ahead. The measure of our success is the contributions USAWC graduates will make during the remainder of their careers.

Themes

A number of themes link the courses, lessons, and topics that constitute the USAWC curriculum. They provide continuity of thought and meaning throughout the year.

Enduring Themes

The challenge Elihu Root posed to the Army at the founding of the USAWC: "to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command," provides the underpinnings for enduring themes within the USAWC curriculum. These themes—ethics, history, human dimensions of strategic leadership, jointness, and strategic vision—give increased meaning to the study of strategy and the national defense; military art and science; and command, leadership, and management. They stimulate intellectual growth by providing continuity and perspective as we analyze contemporary issues.

Ethics. Military leaders are entrusted with the special trust and confidence of the American people to provide for the national defense. We are responsible to those we defend and to those we lead. Because of the power inherent in the military, the fundamental values of our Nation and our profession must influence all our decisions. History reminds us that senior military leaders must understand and apply the highest ethical standards to the military profession.

History. History provides the context that helps us understand the origins of modern military institutions and doctrine. History also provides a broader perspective on the basic issues of national security and military strategy, and can offer clearer insight into the human dimension of war. Understanding of the past also affords insight and guidance for the future. At its best, the study of history helps students develop understanding, a base of knowledge, and the confidence to

render effective judgments. When combined with conceptual, critical, creative, and visionary thinking, this sense of history culminates in highly effective strategic thinking. Instilling a sense of historical mindedness in our students is a major goal of the USAWC.

Human Dimensions of Strategic Leadership. The Army has long recognized that regardless of current doctrine and technology, wars are fought by men and women operating under conditions of extreme stress and uncertainty. As such, it is critical that strategic leaders have a deep understanding—derived from a study of history and behavioral sciences—of the complexity of human behavior under such conditions. Equally important, strategic leaders must get the best ideas and viewpoints from all stakeholders if they are to make high-quality decisions that achieve high acceptability among the diverse groups that make up our changing Army and country. Lastly, strategic leaders must thoroughly understand the culture of the organizations they lead, how to influence that culture, and how to build healthy, resilient, learning organizations that are equal to the challenges ahead. The successful strategic leader will be one who melds all aspects of the human dimension into the practice of the strategic art.

Jointness. Jointness refers to the mutual support and doctrinal understanding that must exist within all military services. Jointness is a state of mind as well as a statement of fact. It predisposes those who share its goals to emphasize the unique capabilities of the Nation's military services in planning and operations that are by design, from beginning to end, synergistic, cooperative, and interdependent.

Strategic Vision. Strategic vision is an essential element of political, corporate, and military leadership. It directs and shapes the forces and trends that affect us individually and organizationally. By defining a desired end state and then communicating that vision to subordinates, leaders at all levels can shape and manage change toward a desired end. Leaders who have most successfully guided the destinies of people and organizations have understood and communicated the power of strategic vision.

Commandant's Lecture Series (CLS)

The CLS presents prominent speakers of the highest quality, representing diverse backgrounds, expertise, and varied perspectives. A limited number of lecturers, invited by the Commandant, will explore a designated special theme or area of emphasis.. Chairman, DAA, will schedule these lectures throughout the academic year. Faculty will nominate speakers for designated sub-topics and the Commandant will approve speakers and topics. Students will have assigned readings to provide context and background information for the series and will have seminar time to reflect upon the lecture.

The CLS special theme for AY06 is: **War and Society**

For the first time since the end of the Vietnam War, the Nation has undertaken a long-term war. It has done so without measures normally associated with major wars, to include national mobilization, conscription, growth in the armed forces, and tax increases to fund the National effort. The War on terrorism is a multidimensional effort. It has involved two state-state wars in Afghanistan and Iraq. It has been waged with a variety of military means, including conventional war, counterinsurgency, and military assistance to other states. The War on Terrorism is clearly an effort that requires the integration of all elements of national power—not just the military, but informational, diplomatic, legal, intelligence, financial, and economic tools. This is not just a war of armies, but one of ideas. The Commandant's Lecture Series for AY 06 will examine some of the difficult strategic issues with which our leaders must grapple in the prosecution of the War on Terrorism. There is great opportunity and even need for fresh, meaningful and powerful observations into what war means to us, our society, and the world community today and in the future.

Professional Military Education

The U.S. Army places a high premium on the training and education of the officer corps. Officers are expected to engage in life-long learning and professional development relying on a blend of institutional training and education, operational assignments, and self-development. Attendance at the USAWC—whether by resident or distance education programs—represents the culmination of the formal education for most officers. This experience will provide the formal educational foundation for the remainder of the officer's career. The USAWC addresses three educational imperatives: Joint Professional Military Education, Army Professional Military Education, and graduate level education leading to a Master of Strategic Studies Degree.

Joint Professional Military Education

With the end of the Cold War in 1990, and the advent of the Information Age, the Army War College is undergoing changes designed to enable the College to more adequately prepare its graduates to lead large complex organizations. The requirement for Joint education stems from the Goldwater-Nichols DoD Reorganization Act of 1986. Influenced by the Chairman of the Joint Chiefs of Staff's Joint Vision 2020 and the Joint Doctrine Program; the Army's Transformation Process, by advances in informational and educational technology, by requirements of the Goldwater-Nichols Act, and by a Revolution in Military Affairs, especially in operations other than war.

JPME instruction was formally introduced into the USAWC curriculum in AY89 in anticipation of emerging Congressional and joint staff guidance on "jointness" in professional education. A Joint Specialty Officer (JSO) "tracking" concept was

introduced, which tailored approximately 50% of the courses of instruction for military students to "joint-related" material. In AY90 this joint instruction was integrated throughout the core curriculum. The joint program today remains essentially the same, but includes modifications and enhancements in keeping with further guidance and world affairs.

The Goldwater-Nichols DoD Reorganization Act of 1986 makes the Chairman Joint Chiefs of Staff (CJCS) the principal official to assist the Secretary of Defense in Joint Professional Military Education (JPME) matters, including the joint curricula at Service schools. Further, as prescribed in Title 10, Section 663, the Secretary of Defense, with advice and assistance from CJCS, periodically reviews and revises the curricula of joint education programs. USAWC graduates meet the requirements for Joint Professional Military Education Phase I Senior Level.

Army Professional Military Education

Successful completion of USAWC curriculum results in the awarding of a USAWC diploma and leads to the awarding of the Military Education Level-1 (MEL-1) for U.S. Army personnel, and equivalent credit for members of the other Armed Services. Department of the Army civilians receive similar recognition. USAWC curriculum also partially fulfills the requirements of the Defense Leadership and Management Program (DLAMP).

Accreditation

The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The U.S. Army War College is accredited by the Chairman, Joint Chiefs of Staff as a program for joint education (Phase I Senior Level) for both the Resident Education Program and the Distance Education Program.

USAWC on the Internet

The home page for the USAWC may be found at <https://www.carlisle.army.mil>.

Part II. Academic Policies and Procedures

References:

1. Carlisle Barracks Pamphlet 10-1, "Administrative Policies & Procedures for Students, Staff and Faculty"
2. Carlisle Barracks Memorandum 350-1, "USAWC Student Admission Policy and Procedure, Graduation Requirements, Resident and Distance Programs"
3. Carlisle Barracks Memorandum 350-7, "Disenrollment from the U.S. Army War College"
4. Carlisle Barracks Memorandum 351-9, "Academic Freedom"
5. Carlisle Barracks Memorandum 623-1, "USAWC Student Academic Assessment and Evaluation System - Resident and Distance Education Programs"
6. Army Regulation 350-1, "Army Training and Education"
7. TRADOC Regulation 10-10, "United States Army War College"
8. Department of Distance Education Catalogue
9. Communicative Arts Directive

Eligibility and Admissions

Military

Military students are selected to attend the USAWC by their respective services. Students selected are considered to hold considerable potential for promotion and future service in positions of increasing responsibility. To attend the USAWC, officers must be a serving colonel or lieutenant colonel (or equivalent) with at least 16, but not more than 23, years of service at the starting date of the course. The years-of-service prerequisite may be waived for deserving officers by their component. Requests for waiver shall be endorsed by the applicant's immediate commander and will accompany the officer's application to attend the program. Applicants must have completed the Command and General Staff College, or equivalent, and should possess a baccalaureate degree. Students who do not have a baccalaureate degree will not be eligible for the award of a Master of Strategic Studies Degree. While each service has its own selection process, the U.S. Army holds an annual selection board that chooses Army active duty officers to attend the USAWC.

Within the U.S. Army Reserve, AR 350-1 governs selection for Senior Service College. The Chief, Army Reserve (CAR) annually convenes a board (October) that ranks qualified officers by competitive category within Active Guard Reserve (AGR) and non-AGR officers. The CAR reviews the board's recommendation and makes the final decision that is usually announced in mid-December to early-January.

Approximately 35,000 eligible officers receive notification of their eligibility each year. Senior Service College is voluntary for all Troop Program Unit (TPU), Individual Ready Reserve (IRR), and Individual Mobilization Augmentee (IMA) officers and mandatory for Active Guard Reserve (AGRs) officers. All eligible AGR officers are considered for selection. Eligible and interested non-AGRs must submit a packet per the annually published "application instructions." Application instructions also reside on the Human Resources Command web page under the HRC St. Louis section at <https://www.hrc.army.mil>.

Within the U.S. Army National Guard, the annual selection process starts (April) with each state inviting all eligible colonels and lieutenant colonels to apply and submit required documents. The application and documents, along with the individual's personnel 201 file, are reviewed by a state board of MEL-1 colonels with the Assistant Adjutant General presiding over the board (June). The board develops an Order of Merit List (OML) that the Adjutant General approves.

Each Adjutant General provides the approved list to the National Guard Bureau where a national board is held in August-September. This board is made up of MEL-1 colonels and presided over by the Deputy Director of the Army National Guard. Two Order of Merit Lists are then developed: Resident OML (with an alternate OML) and Distance Education OML (also with an alternate OML). The Director of the Army National Guard finally approves these lists.

The Resident and the Distance Education OMLs (but not the alternate lists) are released to the states in January. The STARC headquarters of each state notifies the selected officers for both programs in the January-February time period. The officer then must accept or decline, usually by the end of February, enrollment for the following academic year. Final lists with names, addresses, and phone numbers are released to the Senior Service Colleges in March for both programs.

International Fellows

International Fellows are nominated by U.S. Combatant Commanders responsible for their respective regions and are selected after consultation between the Department of State and the Office of the Deputy Assistant Secretary of the Army for Defense Exports and Cooperation. The USAWC, in conjunction with the Department of the Army, Department of Defense, and Department of State, hosts selected senior officers from other friendly nations for approximately one year. The program offers an opportunity for International Fellows to participate in seminar groups; to study, research, and write on subjects of significance to the security interests of their own and other nations; to establish mutual understanding and good working relationships with senior U.S. officers and senior officers of other foreign countries; to extend and deepen their professional qualifications; to enrich the educational environment of the USAWC; and to improve the Fellows' firsthand knowledge of U.S. culture and institutions through study and travel in the continental United States. The Distance Education Program also includes International Fellows.

Civilians

Department of the Army Civilians

Student allocations are available in the resident and distance program each year for Department of the Army Civilians. Civilians are selected through a centralized selection board similar to Army officers. To attend the USAWC, Department of the Army civilians must be an Army civilian employee at the grade of GS/GM-14 or higher. The Office of the Assistant Secretary of the Army (Reserve and Manpower Affairs) handles applications. Department of the Army Civilians also may compete within the Defense Leadership and Management Program (DLAMP) (See below.)

Defense Leadership and Management Program (DLAMP)

Applicants must submit their applications through their component DLAMP representative. Applicants are nominated for selection by component DLAMP Boards and selected by the DLAMP Council. Applicants are evaluated and selected based on the information they submit in their nomination package. Evaluation will be based on the applicant's:

- Depth and breadth of experience in one or more of the broad functional areas in which DoD employs managers and leaders.
- Evidence of ability or potential to complete the academic requirements of the program. Examples of such evidence would include successful completion of a baccalaureate degree; substantial undergraduate course work; military intermediate level schools, i.e., Naval, Army, and Air Command and Staff Colleges; the Defense Systems Management College Program Manager's Course; or other executive programs that involve academic rigor.
- Meeting the DLAMP evaluation criteria that include the U.S. OPM Executive Core Qualifications and Department of Defense criterion.

To attend the USAWC, DLAMP applicants must be at the grade of GS/GM-14 or higher. Details may be found at Defense Leadership and Management Program web site at <http://www.cpms.osd.mil/dlamp/>.

Commandant Invitations

The Commandant may invite up to six students from selected federal agencies. Nominees from these agencies are competitively selected from within their parent organizations.

Senior Service College Fellowship Program

Each year, the Department of the Army selects a limited number of officers as Senior Service College Fellows. These individuals participate in fellowships at civilian universities and government agencies in lieu of resident attendance at a senior service college. About 50 officers from the Active Component, Army National Guard, and Army Reserve will be assigned to the USAWC to study and conduct research in this capacity during a given academic year. Current fellowships involve 20 separate locations in the United States and Canada. Fellows attend summer orientations at the USAWC and the Pentagon. While not in attendance at Carlisle Barracks, they are considered an extension of the USAWC at the various campuses, Allied service schools, and government agencies where they pursue their fellowship.

Senior Service College Fellows receive MEL-1 credit. However, while they do not receive a USAWC diploma, they do receive a USAWC Senior Service College Fellow certificate. Senior Service College Fellows do not receive credit for Joint Professional Education Phase I Senior Level, nor are they eligible for a USAWC Master of Strategic Studies Degree.

Service Obligation

Active component Army officers incur a two-year active duty service obligation (AR 350-100).

U.S. Army Reserve and U.S. Army National Guard commissioned officers incur a two-year service obligation (AR 350-1).

Active and Reserve Component commissioned officers participating in the Senior Service College Fellows Program incur a two-year service obligation (AR 621-7).

Defense Leadership and Management Program personnel must agree to serve in the government for 30 months after completing a 10-month professional military education program.

Prospective students from other services or government organizations are encouraged to determine if an obligation is incurred and the extent of the obligation.

Master of Strategic Studies Degree

Successful completion of all of the requisite requirements established by USAWC for granting a degree will result in the awarding of the Master of Strategic Studies Degree.

Enrollment in the USAWC Master of Strategic Studies Degree program requires the possession of a baccalaureate degree or equivalent from a regionally accredited institution. International Fellows seeking enrollment in the Master of Strategic Studies Degree program who do not possess a baccalaureate degree from an accredited U.S. institution must submit their transcripts and supporting documentation to the USAWC for assessment by an outside review body to determine the equivalency of their degrees.

All students at the USAWC are expected to read, write, and speak English fluently. Therefore, to participate in the Master of Strategic Studies Degree program, International Fellows must demonstrate a proficiency in the English language. Native speakers of English, defined as those individuals who have received all of their primary and secondary education in the following countries: Antigua, Australia, Bahamas, Barbados, Belize, Brunei, English-speaking Canada, Dominica, Grenada, Guyana, India, Ireland, Jamaica, Malta, Mauritius, New Zealand, Singapore, St. Kitts, St. Lucia, St. Vincent, Trinidad, and the United States. Non-native speakers of English must demonstrate proficiency by taking the Test of English as a Foreign Language (TOEFL), which must be taken prior to arrival at the USAWC. Information on the TOEFL may be obtained by writing to:

TOEFL
P.O. Box 6154
Princeton, NJ 90541-6154, USA, or <http://www.toefl.org>

A score of 600 on the paper-based test or 220 on the computer-based test is the minimum for provisional enrollment in the Master of Strategic Studies Degree program.

A faculty review panel will recommend whether the International Fellow is granted full candidacy in the Master of Strategic Studies Degree program.

Degree Requirements

All requirements for graduation must be completed by the day prior to Graduation Exercises for a student to be eligible to receive a USAWC diploma and/or an MSS degree. For U.S. students, the academic requirements are the same for the USAWC diploma and the MSS degree. International Fellows may choose to not apply for the MSS degree and pursue only the USAWC diploma. Due to the specialized nature of the curriculum, transfer of credits from other institutions will not be accepted.

All U.S. students possessing a baccalaureate degree are automatically enrolled in the MSS degree program. International Fellow participation in the MSS degree is voluntary

for those IFs who meet admission requirements. Full requirements for graduation are maintained in Carlisle Barracks Memorandum 350-1.

Expectations, Requirements, and Standards

Academic Standards

A student's primary duty is to meet all academic requirements to the best of her or his ability and to participate actively in scheduled classes. Students must complete all individual and group academic assignments, and are expected to accomplish required readings, study, or research in advance of classes as specified in course directives, syllabi, or as assigned by a faculty member. Assigned readings for each lesson are found in selected reading volumes prepared by the USAWC, materials issued separately, or in materials available on the reserved reading shelves in the Library reading room, general collection, the Military History Institute, or other designated locations. Additionally, students receive a number of books issued to support the curriculum.

Instruction is presented at the graduate level. Students will be questioned on issues and challenged to defend their position. They are expected to conform to basic rules of courtesy and etiquette at all times; however, special attention to this requirement is expected during guest lectures and seminar discussions. Written work must be of graduate-level quality in substance and form. In general, papers will stress analysis and synthesis, rather than description or opinion. Papers are expected to be concise, complete, logically organized, and, where appropriate, contain a clear and well-supported thesis. Individual knowledge and views should be presented and supported. While students are encouraged to exchange views and solicit advice and opinions from others, written work must represent individual analyses and conclusions.

Written requirements should reflect the generally accepted rules of grammar and syntax appropriate for senior military or civilian officials. All writing requirements must be typed for submission. The typing and reproduction of individual and group research reports, seminar requirements, summaries, and final course requirements are an individual or seminar group responsibility. Topic, format, and length will be as specified in the course directive, syllabus, or by the faculty members.

Plagiarism

Appropriating the literary composition of another in whole or in part, and representing them as the product of one's own mind is plagiarism. Plagiarism or extensive paraphrasing without crediting the source violates standards of conduct expected of senior military officers and civilians. A violation of this academic ethical standard is grounds for dismissal from the program. This admonition applies to briefings and oral presentations, as well as written work.

Nonattribution

Full freedom of expression is encouraged in all academic endeavors. Outside speakers and lecturers, faculty, and students are encouraged to speak openly. To support the free exchange of ideas, the USAWC adheres strictly to a longstanding policy of nonattribution of remarks. If referring to a previous speaker or discussion, students and faculty should phrase their remarks in general terms to assure protection of the original speaker's identity.

Academic Freedom

The USAWC believes academic freedom for its faculty and students is fundamental and essential to the health of the academic institution. Without academic freedom, the uninhibited search for insight and knowledge is impossible. At the same time, certain individual responsibilities are inherent in the time-honored tradition of free speech. Academic integrity requires that each of us pursue factual accuracy and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the USAWC and includes the following principal elements:

- Freedom to discuss in a non-attribution manner within a classroom any material or ideas relevant to the subject matter supporting course objectives.
- Freedom to teach, conduct research, and publish research findings.
- Freedom to seek changes in academic and institutional policies.
- Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching.
- Responsibility to encourage faculty, students, and colleagues to engage in free discussion and inquiry.
- Responsibility to encourage and nurture innovative critical thinking, discussion, and writing in all areas supportive of the curriculum.
- Responsibility to ensure specified institutional learning objectives are achieved.
- Responsibility that information is presented objectively, a particular point of view may be advanced, as long as the right to further inquiry and consideration remains unabridged.
- Responsibility to assess the claims of others with respect and objectivity.
- Responsibility to uphold scholarly standards for research and publication.

More specific details, particularly clearance of written products for publication, may be found in Carlisle Barracks Memorandum 351-9, Academic Freedom.

Attendance

Students are required to fulfill all academic requirements and attend all scheduled curriculum events except those specifically listed as optional on the weekly schedule.

Dress

To encourage collegial discussion, the students may wear appropriate civilian attire (suit or sport coat and tie for men, and equivalent dress for women) with USAWC nametag. However, appropriate military attire will be prescribed for ceremonial events and special occasions throughout the academic year. Specifically, all military students will be required to wear their appropriate Class B uniform (or equivalent) when the USAWC is visited by active-duty four star officers, Secretaries of Services, and civilians such as the Secretary of Defense, Deputy Secretary of Defense, or visitors of an equivalent grade.

Physical Fitness

A commitment to excellence appropriately includes a rigorous approach to the development of physical stamina and strength, maintenance of optimal body fat composition, and leadership by example through the setting of sound health and fitness practices. Physical fitness training and testing is an individual responsibility for all members of the class and will be conducted in accordance with governing regulations of each respective service or agency.

Weight, appearance, and a sustained program of physical fitness continue to be a matter of special emphasis throughout the Army. All Army students—resident or distance—must meet weight standards as described in AR 600-9 at the time of their acceptance into the program. Resident course students are weighed in upon arrival at USAWC. Where necessary, students will provide a copy of their DA Form 5500-R, Body Fat Worksheet, or DA Form 3349, Physical Profile. Students from other Services must comply with the guidelines of their respective organizations.

Academic Organization and Methodology

Seminar Learning Model

Individual reading, research, and study, as well as attendance at lectures and question periods, accomplish learning at the USAWC. Direct participation in seminars and other formal or informal discussion groups also contributes to a student's education. Continual critical assessment of the educational process and of all subject matter contained in the curriculum adds to the student's intellectual and professional growth.

The seminar is the basic organizational and instructional unit at the USAWC. The resident class is organized into seminars for the core courses and work under the direction of a faculty team. The seminar also is the basis for educational experiences during the resident portions of the Distance Education Program (DEP).

In the resident program, each seminar cohort normally consists of Active Component Army officers, Army Reserve Component officers, a sea service officer (either Navy, Marine, or Coast Guard), an Air Force officer, 1-2 U.S. Government civilians, and 2 International Fellows. The USAWC strives to provide maximum diversity (Army component, functional area, branch, and experience) possible within seminars. In either the resident or distance education programs, a seminar comprises an aggregate of over 300 years of diverse experience and knowledge. Each student, therefore, is an integral member of the seminar learning team. Faculty members will liberally draw upon this experience in seminar discussions.

The resident faculty team consists of a member from each of the three resident teaching departments plus a historian. Faculty from the Department of Academic Affairs, the Department of Distance Education, Strategic Studies Institute, and Center for Strategic Leadership serve on faculty teaching teams when necessary. Seminar historians may come from any of the organizations mentioned above or the Military History Institute. Faculty team members serve as sources of knowledge, advise students, and facilitate seminar discussions.

Seminar discussions will complement, reinforce, and stimulate student learning as they pursue the broad problems of national and international affairs and the military as an art and science. Faculty members often may divide a seminar into subgroups for more detailed discussions of complex issues and requirements. Students face the challenge of submitting their ideas for critical seminar group appraisal and discussion. In turn, students benefit from the knowledge and experience of their peers.

Assessment Policies

Assessment

Assessment of student academic performance is an integral part of the USAWC learning experience. These assessments help faculty and students gauge a student's academic progress. Faculty provide verbal and written feedback in the spirit of mentoring, which is intended to help students focus on professional growth and stimulate a lifetime of continuous learning. Assessments reinforce good performance and suggest ways to refine academic or related professional development.

Faculty formally evaluate and record student learning against course-specific learning objectives. USAWC evaluation philosophy focuses on individual attainment of learning objectives, not on comparison among students. The USAWC uses the following assessment system:

- Outstanding (5)
- Exceeds standards (4)
- Meets standards (3)
- Incomplete (2)
- Fails to meet standards (1)

As a general rule, resident students must meet or exceed the standards for every evaluated requirement to graduate. If a student receives an overall grade of "incomplete" for a course evaluation, the student will be required to revise and improve the course work needing improvement, in consultation with the appropriate faculty member, until standards are adequately met or continued effort is no longer feasible. Failure to complete a requirement or to achieve an overall "meets standards" for a course may preclude graduation.

Elements considered in assessing student work include participation in the seminar (a mark of preparation) and written and oral work. Specific outputs are determined by the nature of the course and by standard expectations for work in graduate programs. As a graduate-level institution, the USAWC places a premium on individual thought, analysis, synthesis, and assessment. Originality of thought, whether in oral or written work, is expected of all students.

Written work is a widely accepted measure of learning in graduate education, and course authors and faculty seek ways to incorporate writing assignments into each course. Regardless of the nature or form of product(s) for a course, students are expected to conform to: (1) the nature of the material and the learning objectives for the course, and (2) standard practices in graduate education. Details of the evaluation and assessment system, philosophy, and methodology may be found in Carlisle Barracks Memorandum 623-1.

Credit Hour Computation

Resident Course:

Fundamentals of Strategic Thinking (FST)	2
Theory of War and Strategy (TWS)	5
Strategic Leadership (SL)	3
National Security Policy and Strategy (NSPS)	6
Implementing National Military Strategy (INMS)	7
Joint Processes and Landpower Development (JPLD)	4
4 Electives X 2 credit hours:	<u>8</u>
TOTAL	35

Distance Education Program:

12 Courses x 3	36
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Defense Strategy Course:	3
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Grievance Procedures

In the absence of compelling reasons, such as error or bad faith, the evaluation determined by the instructor of record is to be considered final. A student who believes an appropriate assessment has not been made should follow the procedures set forth in Carlisle Barracks Memorandum 623-1. The student must initiate the appeal within two weeks following the posting of the course evaluation.

Faculty Advising and Feedback

Performance feedback is detailed, personalized, and confidential. Informal oral feedback on time-sensitive information will be provided on a regular basis. Continuous dialogue between students and faculty fosters rapport and mutual respect. Faculty instructors meet with students during core or elective courses for informal feedback sessions if academic progress appears to be below acceptable standards. Formal feedback sessions between students and their faculty advisers occur within the first 60 days of school, prior to winter recess, prior to spring recess and during the last 30 days of school. These sessions provide an opportunity for students to review their goals and objectives (learning plans) and academic progress to date. Faculty advisers discuss Course Evaluation Reports provided by other faculty members to assist in assessing students' strengths and weaknesses. These reports, completed at the end of each course, are an essential element in the feedback process. They augment the faculty adviser's observations, and provide the basis for counseling and guidance.

At the end of the academic year, faculty advisers prepare an Academic Evaluation Report (or equivalent) for each student. This is the only USAWC document that goes into a student's official personnel file. Advisers prepare the draft Academic Evaluation Report in time for discussion at their last formal feedback session with students. After that session, the reports are submitted through channels.

Students have access to their academic files at any time. Electronic files are accessed through the USAWC Intranet, by logging on to the Student Tracking System. To view the paper academic folder, a student should request an appointment with the Registrar, who maintains all academic files.

Part III. Academic Program

The Army and Lifelong Learning

Academic programs for students prior to eligibility for Senior Service College

Basic Strategic Art Program (BSAP)

The purpose of this course is to provide officers newly designated into the Strategic Plans and Policy Functional Area 59 (FA59) an introduction to strategy and to the unique skills, knowledge, and attributes needed as a foundation for their progressive development as Army strategists. This program will provide the basic qualification course for FA59 and form part of the intermediate level education for these officers. The Department of Military Strategy, Planning, and Operations has the lead for BSAP, but the Department of National Security Strategy, and the Department of Command, Leadership and Management will contribute faculty and program support. The program should take advantage of additional academic opportunities available during the college year when appropriate.

Reserve Component National Security Issues Seminar

The USAWC conducts the Reserve Component National Security Issues Seminar annually in Washington, D.C. for field grade officers from the National Guard and Army Reserve. The seminar acquaints roughly 50 Reserve Component field grade officers with contemporary national security issues, current military strategy, and the process of national security decisionmaking.

Defense Strategy Course

The Defense Strategy Course is a six-month on line distance education course that is offered twice each year. Fifty active duty, twenty-five U.S. Army Reserve and twenty-five Army National Guard officers may participate in each course. The course focuses on improving student understanding of the National Security Strategy of the United States in a complex and changing environment.

Senior Service College Academic Programs

Students attend Senior Service Colleges only after extensive and highly successful performance at the direct and organizational levels of leadership. A small number may have worked within the strategic arena, but most will not have extensively practiced leadership at the strategic level. For most of our students, therefore, the strategic level of leadership will be a new, unfamiliar environment that is much less structured and certain

than the conditions they have previously experienced. Students, however, will have demonstrated the potential for successful future service within the strategic arena.

Successful performance in this new realm will require students to break some old habits, hone existing critical skills, and develop new competencies. To succeed in the strategic environment will require these future senior leaders to think differently than they have in the past. To that end, the USAWC curriculum is rooted in the theory and application of strategy. Grounded in Elihu Root's great problems of responsible command -- national defense, and military art and science -- the curriculum emphasizes the process by which the United States formulates National Military Strategy and the factors essential to develop and refine military strategy in an increasingly volatile, uncertain, complex, ambiguous, and interdependent post-Cold War world.

Both the resident and distance education programs adhere to this paradigm, although the delivery systems are different. The resident program is a ten-month course of study, while the distance education program is taught over two years and includes two 2-week-long resident courses. Both programs comply with the Chairman, Joint Chiefs of Staff Officer Professional Military Education Program, adhere to Army training and education guidance, and seek to accomplish the same institutional learning objectives.

Academic programs for students after Senior Service College

Adjutants General National Security Seminar

The Adjutants General National Security Seminar is an opportunity for the 54 state Adjutants General and Deputy Adjutants General to come to Carlisle Barracks annually for one week during the resident academic year. In addition to updates on national security issues, participants exchange ideas with the resident class on issues affecting the Army and may provide USAWC students with insights regarding issues confronting the senior leadership of the National Guard.

Senior Reserve Component Officer Course

The Senior Reserve Component Officer Course brings 40 general and flag officers of the 7 Reserve Components to Carlisle Barracks for 1 week during the resident program. Fully integrated with the resident class, these officers have ample opportunities to exchange ideas with the resident class on issues affecting the Army. In return, attendees provide valuable insights to all resident course students concerning the challenges and capabilities of the Reserve Components.

Joint Flag Officers Warfighting Course

The Joint Flag Officers Warfighting Course (JFOWC) is a 2-week senior officer course taught at Maxwell AFB, Alabama, designed to educate future Division, Battle Group, Marine Expeditionary Force, and Wing commanders on joint warfighting. Established by the four Service Chiefs, focus is at the theater strategic and Joint Task Force levels of

operations. The course familiarizes students with theater campaign planning, joint crisis action planning, Interagency processes and DoD interface, theater command and control architecture, joint intelligence and information systems, space operations, strategic deployment, and joint logistics. Included in the course is a campaign and a crisis action planning exercise in which the students, as part of a planning group, develop plans and brief them to senior general and flag officers.

Joint Forces Land Component Commander Course (JFLCC)

The Joint Forces Land Component Commander Course focuses on preparing flag-level officers to function effectively as Land Component Commanders. Under the direction of a senior mentor team (two GENs or LTGs (retired) who have served as a Combined Joint Forces Land Component Commander), this seminar-based course challenges senior officers to examine the key elements of forming and executing functional land component commands at the theater/operational levels in support of the Joint Force Commander, and in conjunction with Combined Joint Forces Air Component Commander, Combined Joint Forces Maritime Component Commander, and Combined Joint Forces Special Operations Commander component commands. The course will also explore the challenges of conducting sustained land dominance operations in an interagency and multinational (non-governmental and international organizational) environment. Included is a rigorous exercise, which will challenge the attendees to develop solutions and issue guidance essential to deploying, forming, controlling, protecting, sustaining, and operating a combined and/or joint land command at the theater/operational level of war.

USAWC Departments, Centers and Institutes

The College

The College constitutes the primary educational faculty and is responsible for the educational functions of USAWC. The College has five departments.

Department of Academic Affairs

The Department of Academic Affairs is responsible for coordinating curriculum development, academic policy, and the planning, coordination, execution, and assessment of all USAWC academic courses and programs. Key functions include general officer continuing education; internal and external coordination of strategic and operational-level concepts and doctrine; Registrar's Office; Office of Institutional Assessment; Joint Professional Education; the Faculty Development Program; Senior Service College Fellows Program; administrative support to the USAWC Board of Visitors; the Electives Program; the Commandant's Lecture Series Program; faculty and student writing awards; Parameters; the academic master events calendar and curriculum scheduling; Communicative Arts, including the student Strategy Research Program and the Effective Writing Program; Defense Leadership and Management Program; Educational Technology development; and coordination of student athletic programs.

Department of Academic Affairs' faculty also may teach elective courses and serve as members of a seminar teaching team, as appropriate.

Department of Command, Leadership, and Management

The Department of Command, Leadership, and Management (DCLM) provides seminar teaching in three of the six core curriculum courses of the resident program and offers electives in the areas of responsible command, leadership, and management. The department is also responsible for the National Capital Region/Washington D.C. Field Trip, the Omar Bradley Chair of Strategic Leadership and the Omar Bradley Chair Elective, the Military Family Program, and the Transformation Chair and its associated electives. DCLM also publishes the reference text: "How the Army Runs: A Senior Leader Reference Handbook" and the "Strategic Leadership Primer." Both publications are posted on the department home page on the Internet.

The first core area is a foundational course that focuses largely on the cognitive domain of strategic leadership. Students clarify personal and professional goals through a reassessment of preferences, values, strengths, and an understanding of adult learning. Individual skills taught include group dynamics, creative and critical thinking, system dynamics, and thinking in time. Students also receive an introduction to the philosophy and practice of the U.S. Army War College and begin the process of creating a seminar environment appropriate for a graduate level professional school.

In the second area of core instruction, students examine Army leadership doctrine and competencies necessary for success at the strategic level. Students study the complexities of the strategic leadership environment, to include the assessment of climate and culture, their alignment with the organization's goals, and the challenges and opportunities associated with changing an organization. The course also emphasizes the strategic leader requirement to serve as a steward of the profession along with the importance of ethical decisionmaking at the strategic level. The focus of this course is on senior leadership at the strategic level.

The third area of core instruction focuses on the decision and resourcing systems of the Department of Defense, the Joint Chiefs of Staff, and the Department of the Army. This course requires a mastery of defense, joint, and Army processes and systems in order to properly develop the landpower component of the National Military Strategy in both current and future settings. This course builds on earlier material and requires students to analyze, evaluate, and formulate landpower resourcing and force structure issues and responses. The course provides students the opportunity to learn in depth how landpower units are designed, resourced, and provided to the Combatant Commanders. The course also examines how the Department of Defense allocates its resources and participates in the federal budgetary processes.

Department of National Security and Strategy

The Department of National Security and Strategy is responsible for the national defense portion of the core curriculum and electives, the Military History Program, regional studies, National Security Seminar Week, and the New York City Trip. The department focuses on U.S. national security policy and strategy and the process and principles by which strategy is formulated. Key topics include the nature and theory of war; the elements of national power, the components, processes, and primary actors in U.S. national security policy; the strategic thought process; the components of the U.S. national security strategy and national military strategy; the impact of the international environment on U.S. national security interests; regional studies; and U.S. foreign policy. The department conducts two special academic programs, The Eisenhower Series College Program and the National Security Policy Program (NSPP).

Department of Military Strategy, Planning, and Operations

The Department of Military Strategy, Planning, and Operations plans, develops, and conducts instruction in the core curriculum on the implementation of national military strategy. The department conducts two special academic programs--Warfighting Studies Program (WSP) and the Advanced Strategic Art Program (ASAP), along with its warfighting electives. The core curriculum focuses on theater strategic warfare and the Combatant Commands. Using the National Security Strategy and National Military Strategy, the department examines and applies joint doctrine in planning and conducting unified, joint, multinational, and interagency operations, including the process by which the National Military Strategy is translated into theater strategies and joint operation plans, including campaign plans. Instruction emphasizes warfighting authorities, roles, missions, functions, and relationships in all types of operations; the Unified Command Plan; joint deliberate and crisis action planning; interagency coordination; organizing, training, and sustaining joint task forces; theater organization, command and control; military operations other than war; campaign design; conflict termination and post-conflict activities; and the future of warfare. The core curriculum includes a practical exercise that allows students to apply what they have learned.

Department of Distance Education

The Department of Distance Education provides instruction through nonresident and resident models that, like the resident course, prepares its graduates for strategic leadership positions in respective agencies. The distance education curriculum parallels the resident curriculum. The distance education faculty is organized into two teams—one under a First Year Studies Director, the other under the Second Year Studies Director. More than 500 students representing active and reserve military components, international fellows, and civilians enroll in the program each April. These students participate in a two-year Distance Education Program, which includes two 2-week summer resident phases at the USAWC.

Strategic Studies Institute

Strategic Studies Institute constitutes the principal Research faculty and is responsible for the Research and Publication function of the U.S. Army War College.

SSI is a versatile, dynamic organization that:

- identifies international security issues likely to affect the United States, its friends, and potential adversaries;
- analyzes national security issues and, through the timely publication of studies and conduct of conferences, informs the U.S. Army as well as national leadership of policy options;
- provides the U.S. Army with a source of ideas, criticism, innovative approaches, and independent analyses;
- exposes external audiences to the U.S. Army's contributions to the Nation, and
- provides studies and analyses to support and supplement the U.S. Army War College curriculum.

SSI prepares studies and analyses which consider:

- the nature of land warfare;
- strategy, planning and policy for joint and combined employment of military forces;
- the concepts, philosophy and theory of strategy;
- matters affecting the Army's future; and
- other issues of importance to the leadership of the U.S. Army.

In fulfilling this mission, Institute research is concentrated in several functional areas:

- land power;
- the strategic environment (threats/interests/regional security issues);
- national security strategy and national military strategy;
- strategic planning; and
- futures--concentrating on the role of the U.S. Army in the world's strategic environment 10 to 30 years hence.

In addition, the Strategic Studies Institute is responsible for conducting research and for teaching the Transforming the Army elective. The elective prepares selected graduates for positions influencing the development of the future Army.

While the work of the Institute is conducted independently of the curriculum of the USAWC, there is considerable overlap in teaching and research between the two

organizations. Military officers and civilian professionals assigned to the Strategic Studies Institute constitute a significant source of expert knowledge as part of the USAWC faculty.

Selected USAWC students with particular expertise sometimes cooperate with SSI researchers in the wide variety of studies and analyses undertaken by the Institute. Accordingly, students may become involved in supporting SSI research and analytical work on issues of high priority to the Department of the Army.

Center for Strategic Leadership

The Center for Strategic Leadership, located in Collins Hall, serves as an education center and high technology laboratory focused on the Army's decision making process and experiential education of strategic leaders. It works at the interagency, strategic, and operational level in support of the Army's Senior Leadership, the USAWC, Combatant Commanders, Joint Staff, and Interagency participants. The Center is responsible for the conduct of the Strategic Crisis Exercise, provides support to the curriculum, and prepares and teaches elective courses. The Center for Strategic Leadership conducts wargaming at the strategic and operational levels for senior Army leaders, Combatant Commanders, and other U.S. Government agencies. It uses wargaming to help explore alternatives, provide insights, identify issues for research and analysis, generate discussions of national security matters, and practice decisionmaking under a variety of situations. The Center operates a Global Command and Control System (GCCS) facility in support of the USAWC. The Center for Strategic Leadership is comprised of five divisions: the Operations and Gaming Division, the Science and Technology Division, the Peacekeeping and Stability Operations Institute, the Strategic Experiential Education Group, and the Management and Logistics Division.

U.S. Army Peacekeeping and Stability Operations Institute

The U.S. Army Peacekeeping and Stability Operations Institute (PKSOI) was established in 2003 as an integral component of the Center for Strategic Leadership. The institute's charter and structure are designed to meet the future needs of the U.S. Army and the U.S. military across a broad range of peacekeeping and stability operations. In addition, PKSOI provides continuity with the body of knowledge developed from 1993-2003 by the U.S. Army Peacekeeping Institute (PKI).

PKSOI serves as the Army's preeminent authority on peacekeeping and stability operations at the strategic and operational level. In fulfilling this mission, the institute:

- Studies the strategic and operational implications of peacekeeping and stability operations.
- Advises senior Army leaders, combatant commanders and their staffs regarding the conduct of peacekeeping and stability operations.
- Understands allied and other nations' military objectives and doctrine.

- Contributes to evolving peacekeeping and stability operations concepts and doctrine.
- Helps educate the next generation of strategic leaders regarding peacekeeping and stability operations.
- Informs commanders regarding peacekeeping and stability operations lessons learned.

The institute seeks to further our understanding through information exchange and contacts with:

- International organizations (IO)
- Nongovernmental organizations (NGO)
- Foreign militaries
- U.S. government agencies engaged in stability operations
- Academic institutions and think-tanks
- U.S. Army War College faculty and students
- Other U.S. military senior service colleges

Army Heritage and Education Center

The Army Heritage and Education Center (AHEC) is a new organization to Carlisle Barracks. The AHEC will combine the Army's Military History Institute (MHI), the future Army Heritage Museum with its conservation and restoration facility, and an education center. It will be located on a 55-acre tract of land donated by Cumberland County and located adjacent to the post golf course.

The Secretary of the Army authorized the project in 1999, and the current Secretary of the Army reaffirmed the Army's commitment to the project in October 2001. Funding for the MHI facility was included in the Army's 2001 Military Construction Appropriation. Construction began in May 2002 with the grand opening taking place in September 2004. The museum and the education center will be funded through private donations and grants.

The U.S. Army Military History Institute

The U.S. Army Military History Institute (MHI) is the Army's central repository for materials related to the history of the U.S. Army. The Institute's mission is to preserve the Army's history and ensure access to historical research materials. It collects, organizes, preserves, and makes available source materials on American military history to the defense community, researchers and scholars, and the general public. It is the Army's largest repository of original documents, letters, publications, maps and photographs, and is a nationally recognized academic research facility. Its archives include books, periodicals, photos, manuscripts (diaries, letters, memoirs), military publications, manuals, maps and oral histories. The new facility for MHI will be a 66,000 square foot, state-of-the-art facility.

MHI's current holdings include over 295,000 books, 300,000 authority publications (regulations, doctrinal and technical manuals), over 60,000 bound volumes of military related periodicals, 1.2 million photographs, and more than 9,000,000 personal papers and documents. Historical materials from throughout the Army continue to flow to MHI. Particularly noteworthy are MHI's collections of personal papers, which document the service of many distinguished soldiers. These sources provide an intimate and unique glimpse into the history of the Army. For many general officers of the recent period, the Institute has in its holdings, not only their papers, but also their recollections and reflections recorded as a component of the Army's Oral History Program which the Institute administers and selected Army War College students support.

MHI supports several USAWC programs to include the Military History Program, the Communicative Arts, the Senior Officer Oral History Program, and Division Command Lessons Learned Program. For student research, the archives contain a superb collection of the personal papers and oral history transcripts of senior officers, junior officers, noncommissioned officers, and soldiers (7 million items in total). The MHI staff provides expert research assistance and historical consultation and has prepared more than 11,000 bibliographies on numerous military and military related subjects. Throughout the USAWC academic year (September through May), MHI hosts a monthly evening public lecture series, "Perspectives in Military History," on the historical dimensions of the exercise of generalship and strategic leadership. MHI also sponsors the Harold Keith Johnson Visiting Professor of Military History, a visiting scholar who serves as a senior faculty specialist and adviser in military history.

Other AHEC Facilities

The 50,000 square foot Education Center will be the hub of the complex, and will provide a general orientation area for the AHEC. It will display promotional exhibits for other area museums and attractions, as well as include a lecture hall and conference facilities, classrooms and reading rooms, auditorium and research and administrative areas. The Center's education programs will include both in-house and outreach programs of national scope. Distance learning and research capabilities will be at the core of the

education programs offered, including online access to some MHI records, photos and finding guides to military genealogy.

The Army Heritage Museum became an official part of the Army Museum System in September 2000 upon approval by the Army's Center for Military History and following a request by the Commandant of the U.S. Army War College to establish the museum at Carlisle Barracks. For nearly two years, employees from the Pennsylvania Historical and Museum Commission, under contract to the U.S. Army, have been developing the story lines and exhibit master plan for the museum. The museum's support facility will house conservation and restoration laboratories for photography, paper and books. The AHEC will have the responsibility to maintain and restore paper, photographs and books for the entire Army museum system and for all historical holdings.

The Army Heritage and Education Center is an exciting new program and organization that will provide tremendous service to the students at the Army War College and the American public as a whole.

U.S. Army Physical Fitness Research Institute

The Army Physical Fitness Research Institute (APFRI), a resident facility of the U.S. Army Center for Health Promotion and Preventive Medicine, conducts applied research and intervention aimed at reducing the risk for cardiovascular disease while also improving and sustaining the total fitness of the Joint Military Services population over age 40. Emphasis is placed on the senior leaders' physical and mental well-being. APFRI's multidisciplinary staff includes a clinical psychologist, a dietitian, two exercise physiologists, a nurse practitioner, a physical therapist and assistant, a registered nurse and a research psychologist, all of whom are committed to promoting the health and fitness of senior leaders to optimize their professional and operational readiness.

To that end, the APFRI Executive Wellness Program provides health and fitness assessments for USAWC personnel using state-of-the-art techniques in the areas of aerobic capacity and improvement, strength training, injury prevention, nutrition, weight reduction, hypertension, cholesterol, and stress management. Through one of the four pillars of APFRI's Executive Wellness Program which focuses on Senior Leader Health, Nutrition, Fitness and Enhancement, each student will receive a comprehensive health and fitness assessment. Following this assessment early in the academic year, APFRI then arranges for and offers timely case management into one or more of the Senior Leader Programs involving exercise prescription, health education, and intervention to either address areas in need of improvement or enhance areas of fitness and health. APFRI also offers a Senior Leader Tele-Health Program that will capitalize on the advantages of information technology to extend APFRI's various programs to USAWC Distance Education Program students.

APFRI's noon-time-lecture series, elective course, and other educational venues provide students an educational foundation to engage and effect needed changes to conquer health and fitness issues of importance to strategic leaders. These educational

opportunities emphasize strategic leadership responsibilities inherent in sustaining the physical and mental readiness of the force as a leadership imperative.

In collaboration with other scientists and health care professionals, APFRI generates publications, presentations, and other products based on its own research and the latest scientific findings in the fields of health and fitness. APFRI also maintains a variety of programs for spouses and USAWC staff and faculty members.

Resident Education Program

The academic year consists of approximately 190 academic days. Six core courses, the Strategic Crisis Exercise, the Strategy Research Project, and the National Security Seminar together constitute the “core” curriculum. All USAWC resident students participate in the carefully sequenced and functionally related courses in the core curriculum, each of which builds on and integrates material from earlier work. Students take four Electives, one before SCE and three after.

The National Security Seminar Week takes place during the final academic week of the year. There is some unscheduled time during the academic year which students can fill with Special and Complementary Programs.

IF Orientation Course

International Fellows attend a six-week Orientation Course prior to the start of the AWC Academic Year. This course is designed to facilitate the transition of the International Fellow and his family to the United States and prepare the officer for the academic year ahead. The course allows the International Fellow time to establish residence in the Carlisle area, provides familiarization to the area by a variety of orientation trips. The Fellows receive computer skills instruction, introduction to the academic year, and begin initial readings and familiarization.

Fundamentals of Strategic Thinking (FST) Course

Fundamentals of Strategic Thinking (FST) is an interdisciplinary course that takes place in the first ten days of the academic year. The course focuses on the cognitive domain of strategic leadership, and reorients participants to good habits of graduate level scholarship appropriate for stewards of a profession. The course emphasizes lifelong learning through increased self, organizational, and environmental awareness. It also provides a foundation for self-directed learning throughout the year and for future assignments. By the end of the course students are expected to:

- Comprehend selected cognitive and interpersonal competencies required by strategic leaders operating in a joint, interagency, intergovernmental, and multinational environment.
- Apply strategic thinking processes necessary to sustain innovative agile and ethical organizations in a joint, interagency, intergovernmental, and multinational environment.

Based on the observation of over thirty hours of seminar dialogue and discussion, faculty advisers provide evaluation and feedback on student interpersonal competence, cognitive abilities, and oral communication skills. A course paper gauges written communication abilities and reasoning. The paper also provides a foundation for learning plan

development and is used by the Communicative Arts program to identify those who would benefit from participation in the effective writing program.

Theory of War and Strategy (TWS) Course

Theory of War and Strategy prepares students for service at the strategic level through the study of war and strategy. The course emphasizes the theoretical approach to war and strategy and thus sets the intellectual framework for all subsequent courses.

Theory of War and Strategy has four major blocks of instruction:

1. The first block, “Strategy, War, and the International System” gives the student the basic international relations and political science theory necessary to evaluate the contemporary international system. It introduces some general tools like realism and idealism and levels of analysis, and goes into more depth on the major concepts of interests, power, war, and strategy. The block introduces the concept of strategy and provides both a paradigm for formulating strategy and tests for its evaluation. It then examines the state and the concepts of national purpose, values, and interests, with the emphasis on national interests—what they are and how to determine their intensity. We move from the state to the international system and provide ways to think about international relations. The course next examines the role of war in the international system—what war is and why wars occur. At the end of the block the student will have a basic familiarity with strategic theory and selected tools from international relations theory.
2. The second block, “Theories of War” examines theories of the nature and characteristics of war in general and more detailed examinations of land, naval, air/aerospace, and nuclear warfare. It uses historical examples to illustrate concepts. At the end of the block the student will be familiar with major theories of war and be able to evaluate their applicability to past, current, and future military problems.
3. The third block, “The Conduct of War” examines some high-operational level theories about how to fight wars and specific strategic issues about the conduct of war. The specialized topics range from constraints on warfare to limited warfare, and insurgency, counterinsurgency, and terrorism. The block uses military history to illustrate the strategic issues examined. The block includes a staff ride to Gettysburg. At the end of the block, students will be familiar with specific warfighting concepts and issues and be able to apply, analyze, and evaluate those concepts and issues and their applicability to past, current, and future military operations.
4. The final block, “Victory, Aftermath, and the Future” examines the complex issues of turning battlefield victory into political victory. We examine what constitutes winning and some various potential degrees of winning (stop the effort, decisive, etc.). We evaluate theoretical approaches and the effectiveness of recent examples of post-war (phase IV) planning. The block also includes a lesson on uses of force short of

war with emphasis on peace operations and humanitarian operations. The course concludes with an examination of the future of war and strategy.

- a. Theory of War and Strategy includes a mandatory one-day staff ride to Gettysburg that serves to illustrate the linkage between policy and military strategy as we examine this critical campaign and battle.
- b. During the course is a four-day trip to New York City. This trip provides an opportunity to learn firsthand about many of the complex factors that tend to constrain or bound the options of the policymaker and the strategist, as well as provide unique advantages. New York City is many things: home of the United Nations; a global financial, marketing, and commercial center; a major seaport; an international media center; and an important terror target and focus of homeland security; and thus serves as an excellent laboratory to study critical urban, domestic, and international issues that significantly affect national security.

Strategic Leadership (SL) Course

Strategic Leadership develops in the students an appreciation of the uniqueness of the strategic leadership environment and the accompanying required knowledge, skills, and abilities necessary to lead in a volatile, uncertain, complex, and ambiguous environment.

National Security Policy and Strategy (NSPS) Course

The National Security Policy and Strategy Course is devoted to the strategic art and grand strategy. It prepares students for service at the strategic level through the study of national security policy and of national security and national military strategies. The course also examines the international and domestic security environments; the U.S. national security system; the strategy formulation process; the elements of national power; and contemporary international, transnational, and regional issues and corresponding U.S. interests and policies.

NSPS has two major blocks of instruction:

- Block I: The Contemporary Security Environment and National Security Processes. Seeks to broaden students' understanding of national policy and strategy, the environment within which policy and strategy decisions are made, and the U.S. system for making such decisions. Examines the concepts of grand strategy and strategic vision and their relationship to national policy, and introduces a model designed to enhance student understanding of the policy and strategy formulation process. Analyzes the international and domestic security environments and the players and processes that shape the formulation of national security policy and strategies. Examines the interaction of the executive, legislative and judicial branches of government; the interagency process; the elements of national power; and the role that military leaders should play in the process of developing and implementing national security

policy decisions. The culminating event is a case study of Cold War grand strategy.

Block II: Contemporary Security Issues and National Security Strategies. Focuses on current and future security issues and corresponding U.S. national security policy and strategies. Evaluates the major national strategy documents that have emerged in the current administration: the National Security Strategy, National Defense Strategy, Quadrennial Defense Review, National Military Strategy, National Strategy for Combating Terrorism, National Strategy to Combat Weapons of Mass Destruction, and National Strategy for Homeland Security. Evaluates key international, transnational and regional issues and the U.S. policy guidance and strategies designed to address these issues from both a regional perspective as well as a U.S. perspective. Examines cultural factors associated with these issues and the intensity of U.S. interests at stake. The culminating event is a strategy formulation exercise.

Implementing National Military Strategy (INMS) Course

The course is divided into seven instruction modules:

Module I: Unity of Effort and Theater Strategy examines the sources and methods of gaining and refining theater guidance. It includes the examination of campaign design and the evolution of operational art.

Module II: Service Support to the Combatant Commanders develops an appreciation for Service Component warfighting commanders' support to the Unified Commands. Specific service capabilities, organizations, and limitations are explored.

Module III: Theater Organization and Phasing provides detailed analysis on theater geographical design and potential command relationships. The analysis is aided by the concept of phasing major operations within the campaign. All instruction is framed in a joint, coalition, and interagency environment.

Module IV: Theater Enablers integrates the functional aspects of campaign planning. These pivotal mission enablers are examined through a series of speakers and seminar discussions. Emerging technologies and future concepts are explored in detail.

Module V: Counterinsurgency and Phase IV Planning capitalize on current operations and the importance of "winning the peace." Lessons from the GWOT and recent student experiences are leveraged during this module.

Module VI: Sustainment provides a detailed examination of force projection and sustainment for major campaigns and Military Operations Other Than War.

Module VII: Exercises and Applications requires the student to demonstrate his/her understanding of the concepts and principles learned throughout the course. Each module includes a mini-exercise which builds to a Concept Plan. That plan then enables an End of Course Exercise in which a theater specific campaign plan is developed.

Joint Processes and Land Power Development (JPLD) Course

Joint Processes and Land Power Development provides the students the tools necessary to understand how strategic guidance is used to develop trained and ready combat forces for the Combatant Commanders. Includes the ability to assess current systems and make improvements.

International Fellow Unified Command Field Study

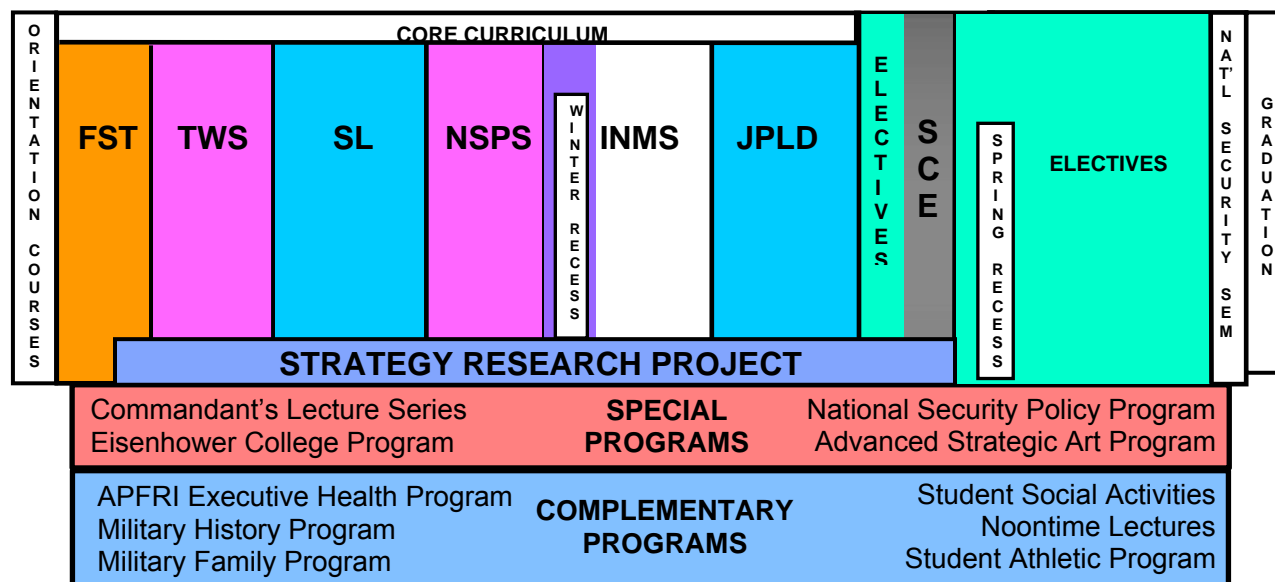
International Fellows participate in the Unified Command Field Study in lieu of the Joint Processes and Land Power Development course. This is a distinct course specifically for the International Fellows and involves travel to various Combatant Commands with CONUS and Hawaii. Through presentations and discussions at each command, the International Fellows address the following learning objectives: analyze the roles of the President and Secretary of Defense, the Department of Defense, military departments, the armed services, the Joint Staff, and the combatant commanders in implementing the National Military Strategy; compare the activities of the combatant commands; assess senior leaders' perspectives concerning the application of the elements of national power; and analyze how the combatant commands implement the National Military Strategy into their regional or functional security strategies. Additionally, the International Fellows are exposed to various, private, governmental, and educational institutions and activities in support of the Department of Defense Information Program.

Strategic Crisis Exercise (SCE)

The Strategic Crisis Exercise is an experiential learning event set in the year 2017 that allows students to integrate and apply knowledge acquired during the academic year through a simulation driven exercise. The exercise is conducted within the framework of crisis action planning and execution as outlined in Joint Publication 5-0. SCE incorporates a number of exercise tools and models (to include parts of the Global command and Control System (GCCS) to enhance learning and facilitate game play. SCE reflects political and military play at the operational and strategic levels including the interagency, Pentagon-military, theater strategic, and international levels. Students role play elements of the National Security Council, Department of Homeland Security, and the Departments of State and Defense, in addition to the military roles that include the Combatant Commanders, the Joint Staff, the Service Chiefs, the Service Staffs, and the Supporting Combatant Commanders. In the multiple crises scenario exercise, students have to participate in the interagency process, develop Presidential Decision Directives,

develop strategic guidance, allocate forces, distribute strategic lift, execute campaign plans, and negotiate conditions of conflict termination.

RESIDENT CURRICULUM – ACADEMIC YEAR 2006



FST-Fundamentals of Strategic Thinking
 TWS-Theory of War and Strategy
 SL-Strategic Leadership
 NSPS-National Security Policy and Strategy
 INMS-Implementing National Military Strategy
 JPLD-Joint Processes and Landpower Development
 SCE-Strategic Crisis Exercise

An illustrative list of Elective offerings follows:

Department of Command, Leadership and Management

Executive Overview of Research, Development, and Acquisition Management
 RDA Management for Acquisition Professionals
 Industrial Preparedness
 Defense Resource Management
 Joint Issues and Processes
 Military Personnel Management
 Reserve Components: Organization, Roles, and Issues
 Force Management
 Human Resources Management for Strategic Leaders
 Medical Services - A Force Multiplier for Strategic Leaders
 Military Assistance to Civil Authorities
 Managing Organizational Change
 Strategic Planning and Management
 The Strategic Environment and World Religions
 Creative Thinking

Critical Thinking
Military and the Media
Joint Systems and Processes for International Fellows
Materiel Life Cycle Management
Health & Fitness Challenges of Future Military Ops
Organizational Behavior
Readings on Strategic Leadership
Systems Leadership: Organizational Theory & Change
Ethics and Warfare
Emerging Technologies for Strategic Leaders
Research and Development for Transformation
Omar Bradley Chair of Strategic Leadership

Department of National Security and Strategy

Regional Strategic Appraisals (RSA):

- Africa
- The Middle East
- Asia/Pacific
- The Americas
- Europe
- Russia and Eurasia

War in the Ancient World
The European Campaign: From Breakout Through the Ardennes
Men in Battle: The Human Dimensions of Warfare
The Economics of National Security
National Level Intelligence Activities
How to Negotiate: Strategy and Process
Civil-Military Relations in Comparative Perspective
The Interagency Process and National Security
Balkan Peacekeeping/Stability Operations and Post-Conflict Operations
Command and Strategy in the U.S. Civil War
Congress and Military Policy
Strategy and Military Operations in Failed States
War by Other Means: Political Violence and Terrorism
National Security and Public Policy
American National Security Policy from the Spanish-American War to Present Day Iraq
Law for Senior Commanders
Grand Strategy and the Strategic Art; 431 BC – 1815
Studies in Strategic Issues
Case Studies in Military Strategy
Security Issues in Latin America
War in the Ancient World
Classical Military Strategy: Thucydides' History of the Peloponnesian Wars
The Nature of Grand Strategy
Homeland Security Policy and Strategy
Militant Islam
Policy Making and Implementation

Department of Military Strategy, Planning, and Operations

The Army's Partners: Air Force, Navy and Marine Forces
Expeditionary Warfare: Joint Operations
SOF Operations
Airpower and Modern Warfare

Case Studies in Center of Gravity Determination
Information Operations Doctrine, Organizations, and Planning
Theater Air Operations and How the JFACC Works
Campaign Analysis
Sea Power: Naval Strategy and Operations
Theater Intelligence Operations
Advanced Strategic Art Program
Warfighting Studies Program
Joint Force Land Component Command Operations
Theater Logistics
Non-Lethal Weapons
American Involvement in Vietnam
Supply Chain Management

Department of Academic Affairs

Executive Public Speaking
Writing for Publication
Personal Experience Monograph
Directed Studies

Strategic Studies Institute

Transforming the Army

Center for Strategic Leadership

Strategic Crisis Action Planning
Joint Land, Aerospace, and Sea Simulation (JLASS) War Game
Environmental Security
Information Warfare: National Policy Considerations
The National Security Implications of Cyber Crime
Management of Information
Systems for Strategic Leaders
Peace Operations Issues: Policy and Issues
Logistics Issues for the 21st Century
Weapons of Mass Destruction
The Army Industrial Base
Modeling and Simulation in the Department of Defense
Strategic Planning
Just War Analysis of U.S. Military Intervention
Making Analysis Useful: A Primer for Senior Leaders
Military Applications of Artificial Intelligence
Joint Crisis Action Planning and Execution Across the Spectrum of Conflict
Command and Control Warfare: The Doctrine and Strategic Systems
Modern Aids to Planning
Urban Operations in the 21st Century

Military History Institute

Oral History Program

Advanced Strategic Art Program

The Advanced Strategic Art Program offers selected military students an opportunity to immerse themselves in a concentrated study of warfighting. The program produces highly skilled and proficient theater strategists and joint campaign planners. This unique program provides the students with a solid intellectual foundation by using history, theory, and strategy to develop a rich professional perspective on joint theater operations. Exercises and simulations reinforce instruction to enhance students' skills in theater planning. Students also participate in several staff rides to gain a better appreciation of the challenges of campaign planning. Participating students are carefully screened and chosen by the Commandant. The intent of the Advanced Strategic Art Program is to place graduates in joint planning assignments on the staffs of the geographic Combatant Commanders following graduation.

National Security Policy Program

The National Security Policy Program (NSPP) is designed to provide selected students with a detailed understanding of the contemporary United States Government national security policy-making environment, a thorough foundation in the theoretical framework of national security public policy decision-making, and the fundamentals for the actual craft of national security policy-making and implementation. Focus is on providing the student with practical application tools for the national/theater level policy planner. Maximum exposure is provided to actual case studies, guest speakers who have been policy practitioners, student participation in policy-based exercises, and travel to relevant agencies, to include 5-7 days with the Washington, DC interagency and a 4- day trip to selected combatant commands. The culminating research project is the student crafting of a policy proposal for a real world issue for the Joint Staff J5. Program graduates will be prepared for success in the critical policy planner positions in the Washington-based interagency, with any of the combatant command staffs, and in American billets in international organizations such as NATO and the United Nations.

The National Security Seminar

The National Security Seminar, the last phase of the core curriculum, takes place in the final week at the USAWC. Students review, articulate, and refine the major national security issues facing the Army and the Nation with a number of civilian guests representing a cross-section of America. The guests bring a diversity of experience and points of view to the seminar discussions. Complementing the discussions are presentations by distinguished guests on a different theme each day. The National Security Seminar is the culmination of the academic year, providing a summation of national security issues, the challenge of dialogue with leading citizens, and the opportunity to hear firsthand thoughts on these matters from opinion leaders and members of our society alike.

Communicative Arts

Communicative Arts is integrated across the curriculum to provide students with the opportunity to acquire, practice, and enhance their mastery of the advanced communicative skills expected of senior leaders at the strategic level. Listening, reading, speaking and writing requirements are integral to the curriculum.

- Listening is now the main way executives acquire knowledge. Executives spend up to 60 percent of their time listening, as it is their major means of receiving information on which to base decisions. Listening skills are reinforced throughout the curriculum as part of intellectual interaction and engagement in seminar. And where possible, core and elective courses include at least one formally evaluated oral presentation.
- Reading has always been a major way to acquire knowledge. Professional reading both enhances knowledge and encourages life-long learning. Students' exposure to various points of view aids in their critical thinking.
- Speaking clearly and persuasively is intrinsic to leading. Students are expected to deliver effective presentations, whether informally contributing to seminar learning or making a formal presentation. Each student completes at least one public speaking engagement before graduation. Speaking opportunities abound, as students are eagerly sought as speakers at local public, charitable, and patriotic events.
- Writing, which has long been recognized as the major means of developing clear thinking, is the primary evaluative instrument of student learning. Every core and elective course has at least one student writing requirement formally evaluated by faculty.

Strategy Research Project. The Strategy Research Project, which is a requirement for graduation, is addressed separately.

- **Effective Writing Program.** A writing and language usage diagnostic, administered to students during the first week of classes, helps students assess their writing skills. Students who need to refine or improve their writing and language usage skills are given priority for participation in the Effective Writing sessions, but sessions also are open to students desiring to refresh their skills on a space available basis. The Effective Writing Program meets two hours each week from September through January. In addition to addressing writing techniques and language usage skills, the curriculum affords students the opportunity to explore the SRP process, to develop analytical techniques, and to use a variety of professional writing methods.

Student Awards Program

The USAWC Student Awards Program recognizes excellence in student research, writing and speaking. The program encourages students to conduct research, to write, and to speak about subjects within the interests of the military profession. All student Strategy Research Project papers are eligible to be nominated for research and writing awards; Personal Experience Monographs (PEMs) are eligible for a special writing award. Faculty project advisers recommend papers for consideration. To be eligible to be nominated for a research or a writing award, a paper must receive an evaluation of “Outstanding” or “Exceeds Standards” in all categories (organization, content, and style). Writing award winners are recognized at graduation.

Distinction In Research. The Commandant’s Award for Distinction in Research may be bestowed on up to six papers in each graduating class. Papers submitted by students in the resident program, the distance education program, and the Senior Service College Fellows program are eligible for nomination for this award. Papers must reflect exceptionally thorough research and innovative analysis. Evaluation emphasis is given to the scope and depth of the research, evidence of the application of a rigorous methodology (argument, evidence, analysis), and the relevance of the topic to contemporary strategic challenges facing the military. Recipients of the award receive diplomas annotated to indicate the graduates have been recognized for distinction in research.

Excellence In Writing. Papers receiving writing awards are selected for their relevance to important national security matters, on innovative content, on readability, and on quality of research and writing. All papers must not exceed 6,000 words. Project advisers nominate the best papers to be screened by their academic department and forwarded to a select panel of judges for consideration. Several awards are reserved for papers addressing specific subject matter, so not all awards are bestowed each year. Award sponsors fund and provide the awards. Some writing awards are accompanied by a monetary honorarium, some are linked to publication of the winning paper in a professional journal, and others are celebrated with engraved mementos.

Excellence in Public Speaking. The award for excellence in public speaking is open to any student taking the Executive Public Speaking elective. In the spring of the year each section of students elects their best speaker to participate in a speech contest held at a dinner gathering. The first place winner receives an award at that event and also is recognized at graduation.

Information about the many specific awards is published in the Communicative Arts Directive, provided to each student at the Communicative Arts orientation.

Noontime Lectures

Voluntary noontime lectures on a variety of national and international topics occur periodically throughout the year. These lectures are department-sponsored and unless classified are generally open to anyone in the Carlisle Barracks community.

Special and Complementary Programs

The USAWC offers a variety of voluntary programs throughout the year to broaden individual development and to allow students to choose subjects that best suit their personal needs. “Special Programs” enhance academic advancement and students may receive elective credit for these programs. “Complementary Programs” enhance individual skills and awareness and both students and spouses may elect to attend any program event of interest to them.

Military History Program

The USAWC has a challenging history program that is fully integrated into the curriculum. The core curriculum explores the historical dimensions of national security, strategy, operations, and leadership through readings, case studies, and seminar discussion. History faculty instructors come from nearly every department and institute at Carlisle Barracks and are experienced teachers.

A variety of voluntary activities supplement the history program. One of these programs is the “Staff Ride.” In September, students tour the Gettysburg battlefield with the individual seminar history instructors serving as guides. Another is the “Perspectives in Military History” series of evening lectures, sponsored by the Military History Institute, brings distinguished historians to the Carlisle Barracks community throughout the academic year.

Students interested in pursuing an independent study project will find many opportunities in the field of military history. For example, the Oral History Program, which allows students to conduct interviews with senior officers, has long been a popular study project.

Eisenhower Series College Program

The Eisenhower Series College Program is a USAWC special program administered by the Department of National Security and Strategy. The program was established in 1969 as an academic outreach program and consists of a panel of 7 to 10 students and a faculty moderator. This group visits public and private colleges and universities throughout the United States and its mission is to interact with diverse audiences to discuss national security and public policy issues. The group’s experienced professional military officers and senior civilian employees provide both a practical and an academic approach to discussion of current issues. Members grow professionally from the candid, constructive exchange of views typical of each visit. The group members are selected

from student and faculty volunteers based upon their professional experience, education, understanding of national security issues, academic issues, and their ability to communicate with the American public.

Executive Assessment and Development Programs

Leadership Feedback Program

Since the 1970s, the USAWC has offered an Executive Assessment and Development Program to help each student identify personal preferences, strengths and areas for improvement. The EADP consists of a battery of instruments, all selected for a single purpose: increase the self-awareness of the USAWC student. Research has consistently shown that self-awareness is a critical component for strategic leadership success. A key part of the battery is an instrument, the Strategic Leader Development Instrument (SLDI), which measures strategic leadership competencies using a multi-source or “360 degree” approach. The resultant analysis enables students to compare their self-perception with those of recent peers, subordinates and superiors. All students complete this SLDI.

In addition, students are afforded the opportunity to voluntarily complete a battery of additional instruments, the Leadership Feedback Program (LFP). This package provides an integrated and holistic approach to assessment. Using automation, the assessment battery increases the breadth and depth of individual feedback by integrating seven assessments into a single battery and providing enhanced feedback analysis. The measures include assessment of personal preferences, team roles, conflict handling, leadership preferences and cognitive style.

The instruments used in the assessment battery are designed to create a more complete picture of the individual to help identify strengths and areas of development. The results of this battery are reviewed and discussed with a certified faculty member. Once those areas are identified, students develop an action plan to both maintain strengths as well as to improve developmental needs. These tests are not designed to assess academic or professional technical knowledge. It is strictly for leadership development and will not be used for evaluation, selection or promotion purposes. The results are strictly confidential.

Graduate Assistance Program

The USAWC Graduate Assistance Program (GAP) provides an opportunity for resident students to earn a civilian master’s degree in a variety of disciplines from several academic institutions during their resident year at the USAWC:

- Master of Public Administration offered by Pennsylvania State University (taught at Harrisburg Campus).
- Master of Public Administration offered by Shippensburg University (taught at Carlisle Barracks).

- Master of Arts in International Relations, Master of Arts in Human Development, and Master of Science in Management offered as a distance education program by Salve Regina University (can take up to 2 ½ years to complete).
- Master of Science in Business Administration offered by Strayer College.
- Master of Arts in Diplomacy and Military Studies offered as a distance education program by Norwich University.

The courses of study for Penn State and Shippensburg start in June, July, or August and conclude the following June or July. The GAP is a rigorous program when combined with the USAWC curriculum and incurs an increased academic load. Individuals interested in participating in this program should contact the Education Center at 717-245-3943 at their earliest opportunity.

Wellness Programs

Health and Fitness. The physical, psychological, and spiritual well-being of students, staff, faculty, and families is an important concern at the USAWC. Students will have opportunities to assess and enhance their overall health and fitness through a comprehensive health and fitness assessment program provided by the Army Physical Fitness Research Institute (APFRI). APFRI provides world class health and fitness assessments using state-of-the-art processes and technology. Its multi-disciplinary, professional staff coordinates research and interventions aimed at reducing cardiovascular disease and sports injuries while improving and sustaining the health and fitness of the over-40 population. Through an annual APFRI Health Day and a variety of aerobic, strength, flexibility, nutrition, injury prevention, stress management, and other health and fitness classes, students may improve their health and fitness as part of their individual learning plan. Spouses are encouraged to take advantage of many of the health and fitness classes offered, as well as APFRI's annual Women's Health Symposium and Spouse Health Assessment Program.

Sports activities and athletics are an integral part of the USAWC experience. A healthy atmosphere encourages vigorous individual exercise, as well as organized sports and games. APFRI provides a Sports Injury Prevention Program in coordination with each seminar group sports representative, Dunham Army Health Clinic, game officials and the USAWC command. This program maximizes sports participation and minimizes the risk of sports injury. Each student seminar organizes itself for seminar level competition in softball, basketball, and volleyball. Student teams also may compete in post leagues, and a USAWC student team in each of these sports also competes in the Jim Thorpe Sports Day, usually held in April. Additionally, students and faculty participate regularly in locally sponsored athletic activities. This is a flexibly designed program to meet the varied needs of USAWC students and their families. Activities are managed in a cheerful, positive manner by a small, but professional, staff.

Fitness Facilities. Two fitness facilities are available for students and their families: Thorpe Hall Gymnasium (Bldg. 23) and the Jim Thorpe Fitness Center (Bldg. 210). These facilities offer a variety of fitness equipment, fitness classes, activities, APFRI fitness interventions, and operating hours designed to support the Carlisle Barracks community. Fitness equipment is also available at the Youth Services Center (Bldg. 637). APFRI offers USAWC students health and fitness assessments at the APFRI Assessment and Wellness Center (Bldg 119) and teaches group fitness classes at the Jim Thorpe Fitness Center.

Military Family Program

The activities of the Military Family Program are structured into four distinct categories: Personal Growth and Fitness, Family Growth and Fitness, Personal Financial Management, and Strategic Leadership and Readiness. They encompass a series of lectures for students and spouses dealing with important family issues. The purpose of these lectures is to increase awareness of the individual's own family situation and to better prepare both the future senior leader and spouse for counseling of subordinates and their families. Many of the workshops target the personal growth and well being of the student and the student spouse during the academic year. They provide information and training in finance, wellness, interpersonal skills, and much more. These workshops and lectures are designed to help both students and their spouses now and to equip them for future endeavors.

The Military Family Program at the U.S. Army War College has three major objectives:

- Develop the physical, emotional, social, spiritual, and intellectual well being of the individual as a member of the family.
- Reinforce relationships between military family issues and readiness.
- Prepare students and spouses for roles as senior leaders in developing and implementing personal, unit, and community family programs.

For further information on the Military Family Program seminars and workshops presented each academic year, please go to: <http://www.carlisle.army.mil/usawc/dclm/milfam.htm>.

Part IV. Student Body and Student Life

Student Profile

The USAWC is a multi-disciplinary program designed for U.S. Army, U.S. Air Force, and U.S. Marine Corps officers in the grade of lieutenant colonel or colonel, and U.S. Navy and U.S. Coast Guard officers in the grade commander or captain. International Fellows of similar grade (and occasionally holders of flag rank) will attend, as well as civilian personnel with equivalent seniority from a number of federal agencies.

The profile of a typical resident class includes:

Army

- 165 Army Competitive Category
- 17 U.S. Army National Guard
- 17 U.S. Army Reserve officers

Students from the other Services:

- 27 Air Force
- 4 U.S. Air Force Reserve
- 3 U.S. Air National Guard
- 11 Marines
- 18 Navy
- 2 U.S. Navy Reserve
- 1 Coast Guard

40 International Fellows

Civilian students:

- 15 DLAMP
- 10 Department of the Army
- 6 from other government agencies

The average military student is 44 years old and has completed roughly 20 years of service. All military officers possessed a college degree, 77 percent hold a graduate degree, and 79 percent have commanded at the battalion equivalent or higher level.

Class Organization

Class officers perform duties for the entire academic year. The class president is nominated from the active Army colonel population by the department chairs and appointed by the Commandant. The president performs the following student related functions:

- Represents the class with the College leadership and appropriate external agencies. Calls and conducts class meetings. Appoints committees for class activities (i.e., sports, social, gift, community activities, etc.).

- Supervises the operation of the class fund.
- Keeps the College leadership informed of all class activities.
- Prepares recommendations for guidance to the next class president.

The class vice president is nominated by the Reserve Component (RC) advisers from the list of incoming RC officers. The vice president for civilian students is nominated by the Civilian Liaison Representative from among the incoming civilian students. These vice presidents serve as spokespersons for their respective student groups and support the class president in selected activities mutually agreed upon. The Air Force Senior Service Representative is responsible for the secretary's position and the Navy or Marine Corps Senior Service Representative for the treasurer's position. They perform functions appropriate to those offices and as assigned by the class president. International Fellows select a president, vice president, and treasurer to represent them at various meetings, functions, and field study trips.

Seminar Duties

The faculty teaching team selects a student to serve as seminar group chairperson. This individual serves as the key information link between the seminar group and the class president. The chair is responsible for administrative matters concerning the seminar group. Specific responsibilities include, but are not limited to, the following:

- Accountability of seminar group members at mandatory functions and other academic or administrative activities where seminar group representation is required.
- Maintaining appropriate decorum by seminar members during lectures and in seminar.
- Maintaining appropriate seminar group rosters, as required.
- Appointing committee members from the seminar group for class activities.
- Representing the seminar group at meetings chaired by the class president.
- Serving as the seminar group point of contact for USAWC administrative matters as appropriate.

While the seminar group chairperson's responsibilities generally are nonacademic in nature, chairs may assist the faculty team by coordinating seminar group accomplishment of tasks for which the group as a whole is responsible. The faculty instructor and the seminar group chair will agree upon specific details and responsibilities.

The assistant chairperson assists the seminar group chairperson in the accomplishment of assigned duties. The faculty teaching team also selects the assistant.

The chairperson, in concert with the faculty team and the seminar, determines internal organization of the seminar group at large. Various subgroups and assistants may be appointed to support academic, administrative, and social functions. Details may be found in the USAWC Faculty, Staff and Student Manual.

What to Expect

Students face a variety of challenges during the academic year. This year marks a significant career transition for most students. The fundamental challenge is to use the year to prepare and equip students to deal with national and international problems that have a number of characteristics in common. These problems by nature are complex and ambiguous; they lack precedent, seldom appear in the form of problems students have previously encountered, demand immediate attention, and generally lack a clearly-defined end point. Often there is scant reward for success; failure can affect the security or prosperity of the country.

To help students make the transition, the curriculum is designed to be provocative, demanding, and rigorous. Students will have to work hard throughout the course at the conceptual level, researching, analyzing and evaluating issues in depth to bring informed, critical judgment to every task they encounter. The USAWC experience helps students evolve from a world of tactical orientation and close supervision to one characterized by volatility, uncertainty, complexity, and ambiguity in which they must rely on cooperation and consensus to achieve success. Joint and multinational organizations, issues, and operations are paramount in this “new” world.

The curriculum is designed to help students cultivate the art of critical questioning. There are at least two sides to every issue and there are no “approved or school solutions.” Unexamined acceptance of assumptions and the status quo is neither expected nor desired. High quality conceptual thinking can only result from close, detailed, reflective study of a wide range of military disciplines, and it can only be done by imaginative people who have trained themselves to think logically about tough problems. Logical thinking about complex and ambiguous issues should be a goal during the academic year.

During seminar sessions, students will face the challenge of submitting their ideas to the critical analysis of their faculty instructors and their peers. Both groups possess an exceptional range of expertise. Similarly, students will find ample opportunity to exercise the fine art of dialogue by engaging daily in logical, tactful, and persuasive reasoning about ambiguous topics.

Academic programs are scheduled so that each activity contributes to a student’s development as a vigorous, informed, thoughtful, and effective individual. The curriculum

will keep students busy and involved, but also will allow time for the reflection, individual study, and research essential for genuine intellectual growth.

The final challenge is personal, but no less important than the professional one. Students and their families will have many opportunities for renewal and growth through a variety of programs at Carlisle Barracks. Spouses are invited to attend selected academic activities, which are identified by notations in weekly pocket schedules. Children will enjoy opportunities ranging from sports to the excellent library system. This challenge has to do with setting priorities and managing time to get the most from the many academic, social and family programs offered by the USAWC and the surrounding communities.

Carlisle Barracks

As one of the oldest active military posts in the United States, Carlisle Barracks is among the most historic of American military installations. During more than two centuries of distinguished service to the Nation, Carlisle Barracks has been home to many military schools and has supported a variety of operations and civilian activities.

In the 1700s, the Barracks supported operations to protect settlers in central Pennsylvania and deployments during the French and Indian Wars; it also served as a key installation during the War of Independence. The Hessian Powder Magazine Museum, built in 1777 by Hessian prisoners, survives today as a reminder of the Barracks' role in that seminal period of American history. Carlisle Barracks later served as a base of operations for President Washington during the Whiskey Rebellion of 1794.

In the 1800s, the Barracks served as a recruiting and basic training center and subsequently became the home to the Cavalry School. During the Civil War, Confederate General J.E.B. Stuart shelled and burned Carlisle Barracks during the Gettysburg Campaign.

During the latter half of the 19th century, the Barracks served as the home of the Carlisle Indian School. This social experiment was designed to "educate rather than subjugate" Native Americans. The highlight of the period was the unparalleled athletic achievements of Jim Thorpe and Coach "Pop" Warner. The Indian School closed in 1917 when the post was turned back to the Army for use during World War I. From that time until 1951, the Barracks served as the home to many Army service schools including the Adjutant General, Chaplains, Information, Security, Military Police, and Medical Field Service Schools. Since 1951, Carlisle Barracks has been the home of the USAWC.

Adjacent to the post, the city of Carlisle with an estimated population of 20,000, offers additional shopping and restaurant facilities for USAWC students. Harrisburg, with an estimated population of 500,000 is 20 minutes away and offers a full range of facilities and services. The major metropolitan areas of Washington, DC, Baltimore, and

Philadelphia are approximately two hours away, and New York City is roughly four hours away.

Support Facilities

Student Housing

Housing for students is satisfied through a combination of on- and off-post resources. On-post housing consists of 138 three- and four-bedroom single-family dwellings and two- and three-bedroom apartments. There are also 12 units for bonafide bachelors only. Each unit provides computer links to the campus local area network. Ample off-post housing can be found within the local area, and an off-post housing referral service is available through the post Housing Office. On-post housing is not provided to International Fellows.

On Post Shopping and Restaurant Facilities

Carlisle Barracks has a commercial complex consisting of a laundry/dry cleaner, Class VI (retail beverage) store, Commissary, and Post Exchange that provide military students the ability to conduct some of their shopping within walking distance of their homes. This complex also includes a food court, beauty shop, barber shop, and optical center. In addition, a Credit Union for banking needs is available for use by all students and employees. The Letort View Community Center, while not in the shopping area, offers dining opportunities for the USAWC community.

Medical Support

Dunham U.S. Army Health Clinic provides medical care for resident military students (and Distance Education students when attending summer sessions), the uniformed faculty, and retired military personnel. Dunham is capable of providing primary medical care and is equipped for routine outpatient medical conditions. Family Practice is the primary clinical service available, including limited pediatric and gynecological care. The clinic does not have an emergency room or inpatient capability, but emergency medical services are available in the local community. Students requiring hospitalization or medical care from specialists are referred to military treatment facilities at Fort Meade (Maryland), the Bethesda Naval Hospital, or Walter Reed Army Hospital (Washington, DC), or to local or regional medical facilities. Dunham also provides comprehensive dental care to all active duty personnel and has optometry services as a part of its health care offerings.

Religious Services

Since the inception of the American military forces, the military's leadership has felt a responsibility to attend to the religious needs of its personnel. Beginning with the Revolutionary War, chaplains and chapels have been a part of the American military

scene. The USAWC continues this tradition. Carlisle Barracks has a Memorial Chapel that serves the religious needs of the students, staff, and faculty. The Chapel has in residence Protestant and Catholic Chaplains. The Chapel offers religious education programs, activities for youth, and a number of activities for young and mature adults. In addition, the Chapel can offer information on the locations of Jewish services. Though no special services are offered for followers of the Islamic faith, a prayer room is provided in the Root Hall Library for Muslim students.

Child Care

The Moore Child Development Center (Bldg 455) provides full day, part day and hourly care programs for children from six weeks through five years of age. The center is open 6:30 a.m. to 5:30 p.m., Monday through Friday. Hourly care is by reservation on a space available basis. Fees are determined according to total family income. Children must be registered with Child Development Services before care is provided at the center.

Morale, Welfare, and Recreation Activities

Carlisle Barracks offers a full range of Morale, Welfare, and Recreation activities. These include Information, Ticketing, and Registration; Letort View Community Center; Army Community Service; Golf Course; Youth Services; Sports Programs; Strike Zone Bowling Center; Barracks Crossing Studios (offers framing and engraving, auto care, and special arts and crafts on a seasonal basis).

Part V. The U.S. Army War College Library

As the award-winning library for the Army's senior educational institution, the U.S. Army War College Library is an integral and strong component of the USAWC's program for Joint Education and plays a key role in the development of the Army's leaders. Noted for sustained, high-quality services, and extensive research resources, the Library is a graduate-level special academic library supporting the USAWC's educational, research, strategic communications, and well-being missions. It also serves as a primary research and information resource for organizations and individuals outside of Carlisle Barracks and the Army, including Congress, the Department of Defense, Federal agencies, universities and colleges, the media, and individual researchers and writers.

The highly expert and customer-friendly library staff, including librarians and support staff, ensures the efficient retrieval and delivery of research and information services. All nine librarians hold a minimum of a baccalaureate degree in an academic subject and a master's degree in library science. All have varied and extensive professional and managerial experience of progressively higher responsibility. The Director is active on several federal-level committees, and librarians support membership in professional organizations. Through formal and informal liaison with the faculty, the staff keeps abreast of all curriculum requirements. The Library also receives feedback from various USAWC committees and boards, as well as from individual faculty, students, and staff members.

The Library offers its customers a variety of services: research and reference assistance, information literacy programs for individuals and groups, library tours and briefings, current awareness and bibliography compilations, copyright support, course reserves, both paper and micrographic copying service, acquisition and distribution of curriculum texts, inter-library loan and document delivery. Supporting the curriculum and research, the Library regularly produces course-related, special bibliographies. Major bibliographies include: JOINTNESS, ETHICS, TERRORISM, HOMELAND SECURITY, MENTORSHIP, POST-CONFLICT RESOLUTION, WARFARE IN THE 21ST CENTURY, PEACEKEEPING, CIVIL-MILITARY OPERATIONS, MULTINATIONAL OPERATIONS, U.S. NATIONAL SECURITY AND MILITARY STRATEGIES, SENIOR LEADERSHIP AND COMMAND, and COMMUNICATIVE ARTS. Bibliographies also receive worldwide dissemination. Monthly, the Library's current awareness program produces and widely distributes listings of pertinent current journal articles. The Library sponsors an active materials display program, coordinating with academic and community offices to support special events and programs and to highlight special library services and publications.

The Library provides its customers a rich and varied collection of print, electronic, and other nonprint materials. Subjects covered in depth include military strategy and operations, area studies, international relations, foreign policy, management, and economics. Supplementing a book and document collection of 254,000 volumes are subscriptions to 1,000 current periodicals in these and other subject areas, providing current information and opinion for reading and research. Library holdings include a broad cross section of domestic and foreign newspapers, Army, Department of Defense, and other official military publications, and a

Part VI. Parameters, The U.S. Army's Senior Professional Journal

Parameters, the U.S. Army War College Quarterly, complements the USAWC curriculum, continues the professional education of its graduates, and reinforces the USAWC's role in this country and around the world as a leading center for contemporary military thought. The journal focuses on international security affairs, national defense policy, joint and combined matters, military strategy and the intersection of strategy and the operational art, and all aspects of senior military leadership and command. USAWC graduates of all services and components receive gratis subscriptions to Parameters until retirement as an integral part of their continuing education.

The journal is also distributed to Army general officers; to key officials in the Pentagon, the State Department, and the National Security Council; to interested members of Congress and their staffs; to defense-minded members of academe, business, and the media; and to military units, including ROTC detachments. U.S. senior service colleges, staff colleges, and branch schools receive 580 copies of each issue; more than 600 libraries and more than 80 U.S. and foreign military journals receive subscriptions, as do many U.S. and allied embassies. Copies also go to the military educational establishments of allied and other nations. The Marshall Center subscribes for its international faculty and student body and also uses its copies in its English language training program.

Parameters' printed circulation is approximately 13,000 copies per issue. Significant secondary distribution occurs through military educational institutions in this country and overseas which reproduce articles used by thousands of students every year. On average, more than 120,000 copies of Parameters articles are reprinted annually for use by military and civilian educational institutions, military organizations, and private citizens. The journal is also available to the public through subscriptions from the Superintendent of Documents.

Parameters is accessible on the Internet at <http://carlisle-www.army.mil/usawc/Parameters/>. There you'll find selected articles, review essays, a complete index of Parameters articles, subscription information, guidance on submitting manuscripts for publication, and links to many other research sites of interest to defense professionals.

provide a short informational briefing and electronic history of the USAWC BOV's formation and accomplishments, as well as introduce the distinguished and dedicated citizen advisers who have graciously accepted membership obligations on the USAWC BOV.

The USAWC BOV was established in accordance with Army Regulation 15-1, Committee Management. It is the only continuing Federal Advisory Committee providing to the Commandant expert counsel and advice relating to educational policies, academic accreditation, school curriculums, educational philosophy and objectives, program effectiveness, facilities, staff and faculty, instructional methods, other aspects of organization and management, and any matter that the Board decides to consider.

The USAWC BOV is authorized twelve membership positions; per Department of the Army Charter assigning it is a Subcommittee of the Army Education Advisory Committee. The current authorized number represents the following private sector categories:

- 2 -- College/University Presidents, Provosts or Deans
- 4 -- Other Academia
- 2 -- Business/Corporate Leaders
- 4 -- Government or Military Service

USAWC BOV members are nominated by the Commandant and recommended for official appointment by the U.S. Secretaries of the Army and Defense. The total nomination and appointment processes can take as much as eight or more months. Board members are considered employees of the U.S. Government, hired as expert Intermittent consultants. Traditionally, USAWC BOV members have agreed to serve the Army War College without monetary compensation. At the present time, all appointed and serving members have waived entitlement to pay for their consulting services and USAWC BOV committee membership.

The USAWC BOV elects an executive committee and names a presiding chair and vice chair. It also recognizes the Designated Federal Official and Executive Secretary as a member of its Executive Committee. The USAWC BOV Executive Committee appoints smaller committees as working groups to review, consider, and advise separately on membership and academic policy issues. Each working group also elects a presiding chair to serve as the respective committee spokesperson.

Typically and since its first meeting in 1997, the USAWC BOV meets annually each April to consider an agenda of key issues and initiatives. The committee may also meet intermittently in whole or in part at the call of the presiding chair.

At present, there are eight fully appointed members on the USAWC BOV.

USAWC Command Group

The USAWC Command Group consists of the Commandant; Deputy Commandant for International Affairs; Deputy Commandant; Chief of Staff; and Command Sergeant Major.

The **Deputy Commandant for International Affairs** is a U.S. State Department Senior Foreign Service Officer. While not a member of the USAWC chain of command, the Deputy Commandant for International Affairs represents the USAWC and directly participates in national security oriented symposia and related professional forums worldwide. She provides advice on curriculum planning with respect to U.S. foreign policy and regional studies. She provides guidance and participates directly in the International Fellows Program, student field trips, and the Strategic Crisis Exercise. The Deputy Commandant for International Affairs supports the academic program as a lecturer, consultant, resource person, and research adviser.

The **Deputy Commandant** is second in command to the Commandant. He assumes command in the Commandant's absence. He is responsible for providing guidance and direction to the USAWC staff, faculty, and student body to implement the Commandant's decisions. He also exercises staff supervision over the Senior Service Representatives, Reserve Component Advisers, U.S. Army Physical Fitness Research Institute, U.S. Army Military History Institute, Directorate of Resource Management, and the Carlisle Barracks Garrison.

The **Chief of Staff** is responsible for all internal staff coordination for the Commandant. The Chief of Staff coordinates all internal actions with the various staff elements and separate institutes to provide an integrated and coordinated staffing procedure for all issues and actions affecting the command. Direct responsibilities include oversight of personnel management; foreign disclosure program and information, personnel, industrial, and technical security; public affairs office; executive services; and plans and operations.

Special Staff

The Commandant also has several individual advisers. The Senior Service Representatives from the U.S. Air Force, U.S. Navy, and U.S. Marine Corps; Army National Guard Adviser, and U.S. Army Reserve Adviser assist the Commandant in his responsibilities for the overall direction of the USAWC. Each individual is the designated representative of the chief of their service or head of their organization. In addition to acting as special staff officers to the Commandant, they serve as members of the USAWC faculty.

Academic Board

Chaired by the Dean of Academics, the Academic Board consists of the Deputy Dean; Chair, Department of Academic Affairs; Chair, Department of Command, Leadership, and Management; Chair, Department of Distance Education; Chair, Department of Military Strategy, Planning, and Operations; Chair, Department of National Security and Strategy; Director, Center for Strategic Leadership; Director, Strategic Studies Institute; Director, U.S. Army Military History Institute; Director, U.S. Army Physical Fitness Research Institute; the Senior Service Representatives for the Air Force, Marine Corps, and Navy; the U.S. Army Reserve Adviser; and the National Guard Adviser.

The Academic Board provides the forum for continuous planning, coordination, evaluation, and review of the College's educational philosophy, instructional methodology, curriculum design, academic programs and policies, and related issues. It reviews the work of the Curriculum Committee prior to the submission of its recommendations through the Command Group to the Commandant for final approval. The Academic Board also oversees all accreditation issues and provides recommendations to the Commandant for final approval.

Dean of Academics

The Dean of Academics is responsible for academic policy, planning, programs and procedures, curriculum development and the planning, coordination, execution, and evaluation of all resident and distance education programs. The Dean of Academics supervises the academic teaching departments, the Department of Academic Affairs, and the USAWC Library. The Dean develops, coordinates, and establishes the educational philosophy and objectives necessary to guide the USAWC academic program.

The incumbent also chairs the Title 10 Board. The Dean is responsible for recruitment and retention and faculty development in concert with the department chairs, Chief of Staff, and other Title 10 Board members. The Dean further serves as a member of the Executive Programming and Budget Advisory Committee and has supervisory responsibility for budgetary matters affecting the USAWC. The incumbent maintains liaison with the other Senior Service Colleges; the Combined Arms Center, U.S. Army Command and General Staff College; Headquarters, Department of the Army; the Joint Staff; the Military Education Coordinating Conference; and the civilian academic community.